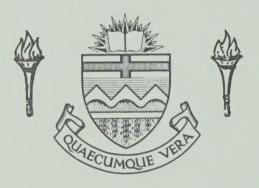
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DEPARTMENT OF



THE UNIVERSITY OF ALBERTA

TEACHERS' PERCEPTIONS OF SCHOOL DECISION-MAKING ROLES

BY



GERALD ADRIAN CLARKE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE

DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA FALL, 1970

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Teachers' Perceptions of School Decision-Making Roles" submitted by Gerald Adrian Clarke in partial fulfilment of the requirements for the degree of Master of Education.

Date August 25!



The main purpose of this study was to examine the perceptions of teachers as they related to decision-making processes within the school. The respondents were asked to indicate by whom certain educational decisions were being made in their actual situation, and further, how these decisions should be made. Secondly, the study attempted to discover whether or not these perceptions were related to various personal and professional characteristics about the teachers involved in the study. Finally, this study investigated the possible relationship between the teacher's level of satisfaction and the discrepancy between their perceptions of the actual and preferred decision-making processes.

A questionnaire, entitled "Decision-Making in the School (Perceptions of Teachers)," constituted the instrument for the study. It enabled investigation into five major areas of decision-making: curriculum and methods, pupil supervision, pupil evaluation, pupil discipline and control, and school organization. Five response categories were provided for each decision item. Part 2 of the instrument concerned the personal and professional data about the respondents, who comprised the teaching population of the County of Red Deer School System. Only full-time classroom teachers were involved in the study.

The instrument was distributed to the eligible instructional personnel in each school within the jurisdicton



of the county school unit. Frequencies and percentage frequencies were calculated for the forty-eight decision items of the instrument, both individually and on the basis of the five decision areas of the study. A total of twenty null hypotheses were stated and these were tested using the Kolmogorov-Smirnov two-sample statistical test, with .05 having been set as the level of significance for rejection of the hypothesis.

The analyses of the data provided satisfactory evidence that a significant difference did exist between teachers' perceptions of actual and preferred decision-making roles for the principal and teaching staff of a school in any of the five decision areas studied. Insufficient evidence was found by which to reject the seven null hypotheses which collectively stated that no significant relationship exists between teachers' perceptions of actual decision-making roles and their personal-professional characteristics. In addition, the data analyses did not permit the rejection of the second set of seven statements, which hypothesized the non-existence of a significant relationship between teachers' perceptions of preferred decision-making roles and their personal-professional characteristics. Finally, it was indicated that a significant relationship does exist between the discrepancy between teachers' perceptions of actual and preferred decision-making roles and their level of satisfaction with their school situation in general.



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TABLE OF CONTENTS

CHAPTE	K.						PF	AGE
I.	DEFINITION OF THE PRO	BLEM	• .	•	• '	•	ě	1
	Introduction	•	•			•	ů	1
	Purpose of the Stud	у •	•	•	•	•	•	2
	Significance of the	Stud	ly	•	•	•	*	3
	The Problem	•		٠	•	•	•	4
	Assumptions	•	•	•	6	•	*	5
	Limitations of the	Study	7 .	•	•	k	e	5
	Delimitations of th	e Stu	ıdy	•	•	•	•	6
	Definition of Terms	•	•	•	•	•	•	6
	Organization of the	Thes	is	•	•	٠	•	8
II.	REVIEW OF RELATED LIT	ERATU	JRE A	ND R	RESEA	RCH		9
	Related Literature	•	•	•	•	•	•	9
	Introduction .	•	•	•	0	4	b	9
	Decision-Making		•	•	•	•	•	9
	Professionalism		•		•	0	*	10
	Perception	٠		•	•	•	•	17
	Related Research.	0	•	٠	•	•	•	20
	Introduction	0	v	•	•	•	•	20
	Teacher Participa	tion	in I	ecis	ion-	Maki	ng	20
	Teacher Satisfact	ion	•	• .	•	•	v	24
	Bureaucracy .	•	•	•	•	•	•	26
	School Autonomy	•	•	•	•	•	•	28
	Personal and Prof	essio	on a 1	Char	acte	rist	ics	28



CHAPTE	R PA	AGE
	Summary	31
III.	RESEARCH DESIGN	38
	Instrumentation	38
	Internal Decisions	38
	Personal-Professional Data	40
	Description of the Population	40
	Collection of Data	41
	Research Hypotheses	43
	Actual and Preferred Decision-Make Roles	43
	Actual Decision-Making Roles and	
	Personal-Professional Variables	44
	Preferred Decision-Making Roles and	
	Personal-Professional Variables	45
	Decision-Making and Satisfaction	46
	Analysis of Data	46
	Summary	48
IV.	FINDINGS OF THE STUDY	50
	Actual and Preferred Decision-Making Roles	50
	Hypothesis l	50
	Discussion of the Findings Regarding	
	the Variables	5 4
	Hypothesis 2	59
	Discussion of the Findings Regarding	
	the Variables	62
	Hypothesis 3	64



CHAPTER								P	AGE
	Discussion	of th	e Fi	ndin	gs F	legar	ding		
	the Vari	ables	•	• .	•	• •	•	•	66
	Hypothesis	4.	•	•	•	•	٠	6 .	71
	Discussion	of th	e Fi	lndin	gs F	Regar	ding		
	the Vari	ables	•	•	•	•	•	•	74
	Hypothesis	5.	•	•	•	•	*	• .	80
	Discussion	of th	e Fi	ndin	gs F	Regar	ding		
	the Vari	ables	6	•	•	•	6	•	84
	Actual Decisio	n-Maki	ng F	Roles	and	l Per	sona	1-	
	Professional	Varia	ıbles		•	•	•	•	89
	Hypothesis	6	•	•	•	•	•	•	89
	Hypothesis	7	•	•	•	•	•	•	89
	Hypothesis	8.	•	•	• ,	•	•	•	90
	Hypothesis	9.	•	•	٠	•	• .	9	90
	Hypothesis	10	•	•	•	•	•	•	90
	Hypothesis	11	•	•	• ,	6	•	•	91
	Hypothesis	12		•	•	•	•	•	91
	Preferred Deci	sion-M	lakin	g Ro	les	and			
	Personal-Pro	fessio	na1	Vari	ab le	S	•	•	92
	Hypothesis	13	0	•		•	•	•	92
	Hypothesis	14	•	•	• .	6	•	•	92
	Hypothesis	15	•	•	•	•		•	92
	Hypothesis	16	6	•			•	•	93
	Hypothesis	17	•	•	•	•	6	• .	93
	Hypothesis	18	•	•		•	•	•	93



CHAPTER											I	PAGE
		Нурс	thes	is	19	•	•	•	•	•	٠	94
	Deci	sion	-Mak	ing	an d	Sati	sfac	ction	•	•	•	9 4
		Нурс	thes	is	20	•	•	•	•	•		95
		Disc	ussi	on	of tl	ne Fi	lndir	ngs	• •	•	٠	96
	Summ	ary	•	•	0	•	•	٠	• ,	•	٠	101
v. su	JMMAR	Υ, α	ON CI	USI	ONS,	AND	IMPI	LICAT	IONS	•	•	105
	Intr	oduc	tion	١.	٠	•	•	•	• 1	•	•	105
	Summ	ary	•	•	•	.	•	4	•	•	• .	105
	Th	e Pr	ob le	: m	•	•	•	•	•	6	•	105
	Th	e Po	pula	tio:	n.	•	•		•	• .		106
	Ιn	stru	ıment	ati	on	• .	•		•	•	•	106
	Da	ta C	colle	cti	on	•	•	•	•	•	٠	107
	Tr	eatm	ent	of	the !	Data	•	•	•	v		107
	Re	sult	S	•	•	٠	•	•	•	•	•	108
	Conc	lusi	oņs.	•		•	•	•	•	9	6	110
	Imp1	icat	ions		9	•	6		•	•	•	113
	Reco	mmen	dati	.on	for :	Furth	er E	Resea	rch	•	٠	114
BIBLIOGRA	YHY	•	•	٠	•	•	•	•	•	•	•	118
APPENDIX	A:	The	Inst	rum	ent ·	- Dec	isio	on-Ma	king	in		
		th	e Sc	hoo	1 (Pe	ercep	tior	ns of	Tea	cher	s)	123
APPENDIX	В:	Tabu	late	d D	ata	Conce	rnir	ng Te	ache	rs'		
		Pe	rcep	tio	ns o	f Act	ual	Deci	sion			
		Ma	king	Ro	les	on th	e Ba	ases	of P	erso	n	
		a1	-Pro	fes	sion	al Ch	arac	cteri	stic	S		134



CHAPTER		PAGE
APPENDIX C:	Tabulated Data Concerning Teachers'	
	Perceptions of Preferred Decision-	
	Making Roles on the Bases of	
	Personal-Professional Character-	
	istics	144
APPENDIX D:	Correspondence	154



LIST OF TABLES

TABLE		PAGE
1.	Personal-Professional Characteristics of	
	Population by Percentages	. 42
2.	Teachers' Perceptions of Actual and Preferred	i
	Decision-Making Roles for Items Concerning	
	the Curriculum and Teaching Methods .	. 52
3.	Teachers' Perceptions of Actual and Preferred	i
	Decision-Making Roles for Items Concerning	
	Pupil Supervision	. 60
4.	Teachers' Perceptions of Actual and Preferred	i
	Decision-Making Roles for Items Concerning	
	Pupil Evaluation	. 65
5.	Teachers' Perceptions of Actual and Preferre	d
	Decision-Making Roles for Items Concerning	
	Pupil Discipline and Control	. 72
6.	Teachers' Perceptions of Actual and Preferre	d
	Decision-Making Roles for Items Concerning	
	School Organization	. 81
7.	Frequencies and Percentage Frequencies of Two	0
	Measures of Satisfaction	. 95
8.	Differences between Actual and Preferred	
	Decision-Making Roles as Perceived by	
	Satisfied Teachers	. 97



TABLE		PAGE
9.	Differences between Actual and Preferred	
	Decision-Making Roles as Perceived by	
	Dissatisfied Teachers	. 98
10.	Response Differences between Actual and	
	Preferred Decision-Making Roles for Satis-	
	fied and Dissatisfied Teachers	. 99
11.	Teachers' Perceptions of Actual and Preferre	d
	Decision-Making Roles in the School .	. 103
12.	Teachers' Perceptions of Actual Decision-	
	Making Roles in the School by Age	. 135
13.	Teachers' Perceptions of Actual Decision-	
	Making Roles in the School by Sex	. 137
14.	Teachers' Perceptions of Actual Decision-	
	Making Roles in the School by Marital	
	Status ,	. 138
15.	Teachers' Perceptions of Actual Decision-	
	Making Roles in the School by their	
	Teaching Level	. 139
16.	Teachers' Perceptions of Actual Decision-	
	Making Roles in the School by their	
	Amount of Professional Training	. 140
17.	Teachers' Perceptions of Actual Decision-	
	Making Roles in the School by their	
	Amount of Teaching Experience	. 141



TABLE			PAGE
18.	Teachers' Perceptions	of Actual Decision-	
	Making Roles in the	School by School	
	Size	0 6 6 6	. 143
19.	Teachers' Perceptions	of Preferred Decision-	
	Making Roles in the	School by Age	. 145
20.	Teachers! Perceptions	of Preferred Decision-	
	Making Roles in the	School by Sex	. 147
21.	Teachers' Perceptions	of Preferred Decision-	
	Making Roles in the	School by Marital	
	Status	• • • • •	. 148
22.	Teachers Perceptions	of Preferred Decision-	
	Making Roles in the	School by their	
	Teaching Level	• • • • •	• 149
23.	Teachers' Perceptions	of Preferred Decision-	
	Making Roles in the	School by their	
	Amount of Profession	nal Training	. 150
24.	Teachers' Perceptions	of Preferred Decision-	
	Making Roles in the	School by their	
	Amount of Teaching H	Experience	. 151
25.	Teachers' Perceptions	of Preferred Decision-	
	Making Roles in the	School by School Size	. 153



LIST OF FIGURES

Fl	GURE			PAGE
	1.	A	Comparison of Teachers' Perceptions of	
			Actual and Preferred Decision-Making Roles	
			for Items Concerning the Curriculum and	
			Teaching Methods	5 4
	2.	A	Comparison of Teachers' Perceptions of	
			Actual and Preferred Decision-Making Roles	
			for Items Concerning Pupil Supervision .	61
	3.	A	Comparison of Teachers' Perceptions of	
			Actual and Preferred Decision-Making Roles	
			for Items Concerning Pupil Evaluation	67
	4.	A	Comparison of Teachers' Perceptions of	
			Actual and Preferred Decision-Making Roles	
			for Items Concerning Pupil Discipline and	
			Control	7 4
	5.	A	Comparison of Teachers' Perceptions of	
			Actual and Preferred Decision-Making Roles	
			for Items Concerning School Organization .	8.3



CHAPTER I

DEFINITION OF THE PROBLEM

I. INTRODUCTION

Today's world presently finds itself deeply mired in a milieu of conflict. Dissension, disorder, and dissatis-faction are common in all facets of human life. Every day, one hears of outbreaks of racial riots, university student revolts and protest, and labour union strikes. Conflict seems to be an accepted aspect of living.

Despite appearances, conflict is not always an undesirable part of human interaction; in fact, it may even be necessary in order to make progress and improvements in the social order.

All conflict is not, nor does it need to be, violent.

Differences of opinion may be resolved if both, or all,

parties involved are made aware of the source of such conflict.

The field of education is not without its areas of conflict. During the last two decades, particularly, public school educators, and teachers specifically, have exerted a strong drive toward professionalism. Teachers are now demanding a voice in the development of the programs they teach and a degree of autonomy in their choice of instructional methods.

It has been said that man has an innate desire to



participate in the making of decisions which affect his own actions and well-being. If this is true, then administrators must choose a leadership style which is conducive to such participative activity. However, perhaps all men do not desire such participation to the same extent. The task, then, is to discover what various groups do desire and how these desires might best be materialized and put into practice.

II. PURPOSE OF THE STUDY

Decision-making is a vital part of professional activity. Therefore, if teachers are ever to gain greater recognition as true professionals, they must be prepared, permitted, and expected to make decisions which affect their work directly. Teacher involvement in decision-making processes can contribute greatly in the drive toward such professionalism, and research can aid in the attainment of a better understanding of teacher desires.

The purpose of this study was to examine the concerns of the teachers in one school system and their perceptions of the decision-making roles of the principal and staff. Data were obtained on the teachers of a central Alberta rural school system and on their perceptions of the decision-making roles within the school. These perceptions focused on decision-making roles as they seemed to exist in actuality and also as the teachers felt such roles should be.

Finally, this study attempted to find what relationship



existed between the teacher role expectations and various personal and professional data.

III. SIGNIFICANCE OF THE STUDY

Member participation in the decision-making processes in the administration of organizations has been the concern of many students and theorists in industry, the social sciences, and education. Educational studies in this domain usually have been centered upon the teachers' and principals' roles in decision-making, at all levels of administration.

This study, however, considered only the perceptions of classroom teachers with respect to decisions within the school itself. Few studies have been restricted to such specific decision areas, as evidenced by the literature review in Chapter II. Also, the relationship of preferred processes of decision-making to personal and professional data on the teachers has not been the subject of a great deal of study. These observations are partially borne out in the review of related literature.

It is of vital importance to administrators to know where to concentrate their efforts in creating a climate conducive to a satisfied staff. If the administrator is able to analyze his specific situation properly, the teaching staff should respond positively to efforts made on their behalf so that better and more professional attitudes are functional in meeting the goals and objectives of the educational system.



All teachers everywhere do not necessarily want the same powers and responsibilities. It is essential for administrators to understand better what teachers do not want, as well as that which they demand. This study provides a closer look at these areas of concern within the school.

IV. THE PROBLEM

The problem investigated in this study was to examine the perceptions of classroom teachers with respect to actual and preferred decision-making roles at the school level of educational administration.

The following sub-problems were examined in this study:

- (1) What are teachers' perceptions of the actual decision-making roles in the school in five major areas of decisions?
- (2) What are teachers' perceptions of preferred decision-making roles in the school in five major areas of decisions?
- (3) What relationships exist between teachers' perceptions of the actual and preferred decision-making roles in the five areas of decisions and such variables as age, sex, marital status, teaching level, professional training, teaching experience, and size of school?
- (4) What are teachers' perceptions of their general level of satisfaction with the decision-making processes



within the school?

- (5) What are teachers' perceptions of their general level of satisfaction with all aspects of their teaching situation in general?
- (6) Does some relationship exist between teachers!

 perceptions of actual and preferred decision-making roles

 and their general level of satisfaction with all aspects of
 their teaching situation?

V. ASSUMPTIONS

For purposes of this study, it was assumed that:

- (1) The instrument used in the study provided for adequate responses to accommodate the perceptions of the respondents.
- (2) The perceptions of the respondents were truly indicative of the real situation.
- (3) The respondents did not provide false responses in fear that total anonymity was not maintained.

VI. LIMITATIONS OF THE STUDY

- (1) The unknown validity and reliability of the instrument place definite limitations on the study.
- (2) The findings of this study are limited to the population involved. Generalizations to other schools or school systems should not be made without caution.



VII. DELIMITATIONS OF THE STUDY

- (1) The study was restricted to classroom teachers of the County of Red Deer School System.
- (2) Principals, vice-principals, co-ordinators, consultants, librarians, guidance counsellors, and other school personnel who spent less than fifty percent of their time teaching classes were excluded from the study.
- (3) For purposes of this study, schools which employed fewer than three teachers (in addition to a principal) were excluded because their school operation might not have been truly representative of a typical school in the system.

 Furthermore, many of the decision items in the instrument would not have been applicable to such schools.
- (4) The study was delimited to the selected decision areas. No attempt was made to provide a totally comprehensive survey of all decisions made at the school level.
- (5) No attempt was made to study all possible personal-professional variables of the respondents which might have affected their perceptions of decision-making roles in the school.

VIII. DEFINITION OF TERMS

Teachers. The school personnel assigned to teach courses in a classroom setting. This category excludes all teaching personnel who are full-time administrators (who spend



less than fifty percent of their time in the classroom).

Principal. The office of the school principal and any extensions of the principal's office, such as the vice-principal, specialist consultant, and other supervisory staff who are primarily concerned with the administration of the school on a full- or part-time basis (more than fifty percent of their time is spent in administration).

Curriculum and Methods. Decision items in this classification are those which are directly concerned with the program of studies in the school and the instructional techniques employed by teaching personnel to achieve the desired goals.

Pupil Supervision. Decision items in this classification are those which are directly concerned with overseeing various student activities, both in-class and extracurricular. Such supervision is the watchful concern of a teacher over any activity outside of regularly scheduled subjects.

Pupil Evaluation. Decision items in this classification are those which are directly concerned with the
rating of a pupil with respect to his level of achievement
of educational goals and objectives.

Pupil Discipline and Control. Decision items in this



classification are those which are directly concerned with the maintenance of an acceptable mode of pupil behaviour in the class and on school property in general.

School Organization. Decision items in this classification are those which are directly concerned with the administration and management of the school plant and its personnel.

IX. ORGANIZATION OF THE THESIS

In this chapter the study is introduced, the assumptions, limitations, and delimitations are described, and in addition, critical terms are defined. Chapter II provides a review of the literature and of research related to the topic under investigation. Chapter III presents the research design of the study and provides descriptions of the instruments used, the population studied, the method of collecting the data, and procedures in the treatment of the data. Chapter IV gives a presentation and discussion of the results of the analyses. Finally, Chapter V summarizes the study, provides conclusions and implications, and also several possibilities for further research.



CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

I. RELATED LITERATURE

Introduction

During the last two decades, public school educators, teachers particularly, have exerted a strong drive toward professionalism. Decision-making is a major factor in such a drive. Teachers are now demanding professional rights (such as a voice in the development of the programs they teach and a degree of autonomy in their choice of instructional methods and materials). As Campbell and others have expressed:

The modern concept of administration rejects the idea that the administrator is "the boss" who makes decisions for the group, and it will not condone the paternalistic attitude of the administrator who through his kindly and fatherly wisdom and maturity makes decisions for the welfare of the group (6:220).

Recent teacher militancy would seem to attest to this comment.

Decision-Making

Making decisions is a vital process in the administration of an organization. In fact, it seemed so important that Griffiths (21) felt that a theory of administration based on decision-making was entirely justified. Morphet et al. seem to accept this point of view, judging from their statement that "... every organization, in order to be



effective, must have the ability to make decisions" (38:88).

In educational administration, teacher participation in the decision-making processes bears great relevance to the efficient functioning of the organization. Bridges (2), in discussing decision-making at the school level, claimed that teacher involvement in decision-making is one of the most important aspects of the role of the principal.

Professionalism

In much of the literature the focus is upon "professionalism". However, there are several varying opinions as to the present status of the teacher along the professional continuum. One measure of this status is the teacher's degree of participation in decision-making. As Corwin points out, "... decisions are often made in consultation with teachers; but consultation is not authority to decide, and decision is the crux of professional authority" (13:242).

Both Ziolkowski and Frymier tend to agree with Corwin's emphasis on decision-making. In discussing teacher professionalism, Ziolkowski states that the teacher needs to be involved in the decision-making which will affect him directly. He further "needs to be given a degree of autonomy in the planning and execution of his work which is in keeping with his professional status" (59:2). Frymier explains that "professional persons make decisions and judgments that affect the welfare of those they serve" (18:18).



It might be queried here, do teachers, in reality, have no power of decision? In his literature review, Massé noted that Corwin states that teachers do not control important phases of their classroom work (34:23). In addition, Massé cites several noteworthy writers, such as Lieberman, Corwin, Stinnett, Hall, and Griffiths to illustrate rather clearly that there are several conflicting ideas about the nature and content of the teacher's professional authority, and ipso facto, the focal point of decision—making (34:33-36).

In contrast to the opinion that teachers do not really have professional status, at least two persons writing on school faculty meetings, suggest that teacher professionalism is well along the continuum. Chamberlain and Kindred state:

Today, faculty meetings in democratically administered schools are organized and conducted by the teachers themselves with the principal occupying a position no greater than that of any other staff member. Group purposes form the basis for cooperative planning, and problems are studied that have vital meaning for teachers. Among the problems studied may be techniques of discipline, democratic classroom control, planning the philosophy of the school, community resources, evaluative procedures, pupil adjustment difficulties, how children learn, and many others (7:349-50).

In an article on the "new teacher", Wilhelms writes as follows about teachers:

They've had enough of being little cogs in a big machine, and they don't intend to be driven in circles by anybody. More important, they respect themselves as professional experts and intend to speak as professionals in all the important decisions of the school (56:68).



With so many writers' and theorists' concern over the extent of authority and decision-making powers vested in an individual, Simon seems to say that the centralization of decision-making powers in one person is not a matter for undue distress:

It should be perfectly apparent that almost no decision made in an organization is the task of a single individual. Even though the final responsibility for taking a particular action rests with some definite person, we shall always find, in studying the manner in which this decision was reached, that its various components can be traced through the formal and informal channels of communication to many individuals who have participated in its premises (49:221).

Current literature says that teachers are seeking the responsibility of making decisions.

Such is the present situation for teachers as seen by several educational authorities. Thus, dependent upon many factors, such as professional training, experience, teaching level, school size, age, sex, and principal's leadership style, for example, teachers now find themselves at some arbitrary point along the professional continuum as might be determined by their responsibilities within the decision-making structure. In a recent publication, Miklos queries whether teacher participation has reached the feasible or desirable level, and concludes that it has not (37:25).

What, then, should be the state of teachers and teaching in this regard? It is banal to say that teachers



should be involved in educational decision-making. Lutz has noted that:

In some cases at least, classroom teachers are as well educated as the professionals accorded the highest rank in our American society, medical doctors. In all cases, they are as well educated as the average professional engineer, business administrator, etc. (31:18).

Although Lutz is speaking of American society, the educational preparation of Canadian teachers has reached a reasonably comparable standard. Further, high professional qualifications should carry with them a relatively high degree of responsibility in the field. By the same token, Massé postulates that:

... professionally-minded persons should look for the greatest degree of participation possible in order to exercise as much control as they can over decisions of a professional nature and consequently be able to insure the society of the best "skilled services" (34:40).

Concerning the functioning of the organization,

Talcott Parsons considers the teaching process to be a

technical function, with the teacher as the technical expert.

On this, then, he says:

The technical expert must, in the nature of the case, participate in the technically crucial decisions. The technical expert takes responsibility for his judgment, and ... he must assume his share of responsibility for the consequences (23:46).

The matter to be established, then, is what are the crucial decisions in a school? Ratsoy answers the question simply with the general statement,



... decisions should be made by those who have the greatest amount of "rational authority" to do so. Such authority includes authority of position, both legal and traditional, and authority of person, including one's superior knowledge and skill (42:13).

Another viewpoint concerning the desirable state of affairs in the professional status of the teacher is that of teacher militancy and unrest. Lack of professional autonomy is purported by many observers to be one of the major roots of the difficulty. Such persons as Van Winkle (53), Alonso (1), West (55), Brubacher (4), and Shawver (48) all attest to this. Corey also adds that "no group can develop or maintain professional status when its right to make basic decisions regarding its own work is challenged or denied" (11:513). A prominent Albertan educator, S.C.T. Clarke, expresses that "professionalism requires and demands that the professional have a voice in all decisions which determine the practice of the profession. This is what teachers are demanding" (9:15).

Another avid advocate of the teacher group participating in the control processes of the school is Riffel.

He feels that such participation would lead to:

(a) an increase in the ego-involvement of the teacher in the organizational processes of the school, (b) increased identification of the teachers with the purposes of the school, (c) increased motivation to accomplish the purposes of the school, and (d) an increase in the satisfaction of the teachers with their professional roles in the schools (43:39).



A further consideration is the fact that administrators must concern themselves with effectiveness and efficiency within the organization itself, as well as with the personal needs and satisfactions of individual teachers in the schools. Member participation in organizational decision-making is advantageous for the organization as well. Katz and Kahn submit that:

An organization that can stimulate its members to contribute ideas for organizational improvement is likely to be more effective, since people who are close to operating problems can often furnish informative suggestions about them which would not occur to those more distant. The system which does not have this steam of contributions from its members is not utilizing its potential resources effectively (28:339).

Further, Griffiths et al. also support the idea of decisions being made as close to the source of effective action as possible (22:62).

Simon discusses the decentralization of the decision-making process in an organization. He feels that when the superior makes the decisions himself, the greater accuracy secured may be bought at too high a price, in terms of the superior's time, which is far more valuable than that of the subordinate. Secondly, when the decision is made at the center, any advantages of accuracy must be balanced against the cost of duplicating the decisional process, together with the cost of communicating the decisions (47: 237).



In education, in order to provide an effective program, as Cheal and Melsness have written:

... it is essential that administration be viewed in its totality, as an activity involving every member of the staff, from the superintendent to the classroom teacher (8:6).

Provided that teaching staffs are professionally qualified and competent, the principal can draw sufficiently on their knowledge to use it in professional decision-making.

Cohler adds that if the school's chief administrator should assume the role of omniscience, much of this knowledge would be wasted and this role would thus be unprofessional (10:98).

Griffiths et al. have provided guidelines for effective educational organization, one of which states, in part, that:

The administrative staff of an educational institution should be organized to provide individual staff members with as much freedom for initiative as is consistent with efficient operation and prudential controls (22:63).

In a dissertation concerning authority relationships in the schools, Riffel warns that too much teacher autonomy could lead to the narrowing of an individual's orientations to the detriment of the organization (43:36). He adds that "too much control might lead to the alienation of the individual from the organization" (43:36). Thus, a balance between the two extremes would be required, according to the specific situation.

Again, both Katz and Kahn (28) and Campbell et al.

(6) speak out against too widespread decision-making



participation within an organization, as such a practice carries with it a reduction in organizational effectiveness.

The latter advise that:

Neither theory, practice, nor the opinions of staff members suggest that all staff personnel should participate in making all important decisions. The problem to be solved in educational administration ... is to bring expertness, wherever it is to be found, to bear on the making of crucial decisions at the time and place where such decisions will be to the benefit of the greatest number of people (6:238).

Perception

Perhaps too many administrators have jumped too quickly on the decision-making "bandwagon". Perhaps their staffs do not want, contrary to much of the literature, such a great voice in the administration of the school. A recent opinion poll asked administrators about their attempts to involve teachers more in school decision-making. They found that only 47 percent of the teachers cooperate fully, 38 percent carry out duties apathetically, while 15 percent do not want to be involved (41:25). Campbell et al. add:

... in fact, they (teachers) chafe at some of the decision-making in which they are asked to participate. Sometimes ... the decisions are of so little consequence that the time used on them is an utter waste of human resources (6:223).

The principal is the official authority within his school. He is primarily responsible for whatever occurs within the plant. Vars has recently pointed out that teachers both expect and want the principal to exercise his authority,



especially in matters that extend beyond the boundaries of the teacher's classroom (54:170). Thus, the general-ization that all teachers should be involved in decision-making need not be valid, as one might easily have hypothesized. However, Bridges, realizing this fact, has submitted that:

For an individual to be interested in participation, he must have not only some stake in the outcome, but also the capability of contributing to the decisions affecting the outcome (3:52).

Whether or not teachers really do want to participate in the making of decisions is quite dependent upon the manner in which they perceive theirs and the principal's roles.

Individuals' perceptions of persons, things, and situations are very important to the administration of an organization.

If all persons perceived situations consistently and as they really exist, then the task of administration would be a much easier one. Enns phrased the problem adequately when he wrote that:

Perceptions are not simple, accurate reproductions of objective reality. Rather, they are usually distorted, coloured, incomplete, and highly subjective versions of reality (15:26).

This same idea is strengthened by a statement from Miklos:

One might generalize that the extent to which any social system operates smoothly and harmoniously is related to the degree of similarity between perceived behaviour and the expectations held by members of the system (36:6).



Both accurate and distorted role perceptions can lead to internal organizational conflicts. It seems that such conflict might manifest itself as a teacher-principal struggle. However, both Ratsoy (42) and Lane et al. (30) seem to agree that because the teaching career is a professional-employee society, "the fundamental tension" is not between the individual and the system, but between the professional and the bureaucratic principles of organization (30:404).

The conflict between professionalism and bureaucracy is indeed an old one. Robinson explains why such a constant struggle exists:

In an organizational context, conflict between professionalism and bureaucratic principles may arise because the professional has his own self-concept of the role he should play and this self-concept may be at odds with the role he is obliged to play as a member of the organization (44:33).

In addition, Ratsoy has predicted an increase in such conflict in the future (42:14).

In conclusion, then, it is clearly evident that role conflicts do exist in school organization. How do teachers' perceptions of their role and the role of the principal coincide with what is stated in the literature? What does recent research have to say about teachers' needs, desires and expectations? The information provided in the next section will provide some answers to these questions.



II. RELATED RESEARCH

Introduction

The number of research studies that have been conducted which relate to the topic under consideration for this study is great indeed. Because role conflict is directly related to subordinate involvement in decision—making, perceptions, satisfaction, professional attitudes, bureaucracy, and school autonomy, the following review is submitted to provide a perspective for this study area.

Teacher Participation in Decision-Making

Several theorists and writers have advocated that involvement in decisions affecting the purposes of the schools would lead to readier acceptance of the decisions. In an American study, Lamont (29) found that when teachers were directly involved with the preparation of curriculum guides, they made better use of these guides than did non-participants. In another American study (Johansen, 26), a significant positive correlation was established between teacher participation in the local curriculum decision-making process and the implementation of the resultant decisions. This finding supports the proposition advanced by Saunders et al. who said, "People who have the opportunity to participate in making decisions affecting their well-being are likely to act in accordance with their decisions" (46:102).

On the Canadian scene, a study done in Saskatchewan



by Newton (39), and reported in 1967, supports the opinion of many that curriculum changes are made too far from the classroom. It also helps to substantiate that teachers are anxious to play a more important role in educational decisions. Simpkins (50) and Hawley (24) both conducted studies in Alberta concerning perceptions of actual and preferred decision-making roles for teachers. Hawley reported that generally teachers preferred to have curriculum decisions made closer to the classroom level (24). Simpkins studied a broader range of decisions which involved: (a) curriculum planning and adaptation, (b) classroom management, (c) arrangement of the school instructional program, and (d) general school organization. Three decision-making sources were considered -- the individual teacher, the formal staff group, and the higher official authority, from the principal upward.

Typically, at the time of the study, the individual teacher was seen to play the primary role in deciding questions of classroom management. The teacher respondents saw higher authorities making decisions on matters external to classroom management, but they preferred generally to have either the individual teacher or the formal staff group play the leading decision-making role in these three areas as well.

Specifically, Simpkins established that teachers preferred to have the formal staff group play the major role in (a) determining school rules and regulations for the



student body, (b) determining the teaching load and other duties for teachers, and (c) determining the allocation of money to the teachers or departments for instructional aids and equipment. They felt that the individual teacher should decide on (a) classroom management, (b) detailed content of curriculum, and (c) parent-teacher interview arrangements (50).

Another Canadian study, done by Massé concerning

Quebec teachers, revealed results similar to those of

Simpkins. Of the thirty-five random decision items involved,

several were decisions likely to be made at system or

provincial levels. However, like Simpkins, Massé found that

teachers desired to have greater participation than they

perceived already existed in their situations. A similar

study by Sinks (52) further supports this finding. Massé

suggests that present decision-making structures in educa
tional matters are in conflict with teacher drive for greater

authority. Another significant finding was that on a rating

of professionalism, teachers with high professionalism scores

did not indicate greater preferences than those with lower

scores (34).

Although the Canadian studies cited above have already dealt with teachers' perceptions, further emphasis on the importance of perception in education would not be wasted. Riffel has observed that "misperceptions and unrealistic expectations held by teachers and administrators alike often hinder their effectiveness in the schools" (43:36).



A study by Corriveau in northwestern Quebec has shown that teachers and principals do not perceive decision-making roles to the same degree. He found that the perceptions of the two groups differed significantly on a number of decision items. Also, principals felt that teachers should participate less than teachers felt they should (12).

In a Greater Montreal research project by Horowitz, Anderson, and Richardson, concerning role expectations for the principal, it was found that occupants of administrative positions tended to agree in their expectations for the principal's role, while those with teaching duties differed somewhat in their expectations. Furthermore, within the separate groups of elementary and secondary teachers, the members held inconsistent expectations with regard to the principal's functions (25:26).

Possibly, the most significant study to date which deals with teachers' perceptions is the often-cited study by Sharma. In his study, involving 568 teachers, he too found that teachers desired greater participation in general than what they had perceived to have (47). However, teachers at that time did not seem to want as great a role in decisions within the school, but especially preferred to have the major say in instructional matters and those concerning pupil evaluation. It might be noted here that the references to Sharma's study made no mention of teacher personal



variables and their relation to the perceptions described herein (2, 40, 47).

Bumbarger's study in Oregon dealt with teacher and administrator differences in perceptions of public school decision-making. It revealed, among other findings, that the extent of teacher disagreement with each other over actual decision-making practices was much greater than that for the ideal locations for decision-making. Also, he found that young teachers differed significantly from all other teachers of the study in their perceptions of the actual decision-making practice (5).

Not completely consistent with the findings of other researchers, Fawley's study concerning teachers' perceptions of their decision-making freedom in instructional matters showed that while teachers desired more freedom in a few categories and less freedom in others, they generally desired little difference from what they already had (16).

Teacher Satisfaction

Many research studies have focused on teacher satisfaction and its relation to various aspects of school
administration. Gill and Johnson point out that the GetzelsGuba theory of administration shows satisfaction to be a
function of the congruence of needs and expectations as
perceived by an incumbent in an organizational situation
(19:7). In their article, the writers report a research



study by Guba and Bidwell which supports this hypothesis.

In a continuing article, Gill and Johnson further cite research findings by Redefer and Chase. Both studies agreed with other research that reported that effective administration, participative decision-making, and non-interference with teachers were the characteristics of schools which satisfied teachers most (20:4-6). The same results are also corroborated by Sharma (47). In addition, Bridges' study on the topic, reported in 1964, revealed teachers' preferences for principals who involved them in decision-making processes (2), a finding later confirmed in McKague's study on leadership (35).

Francoeur investigated, among other things, the level of satisfaction or dissatisfaction with respect to participation in decision-making and the general school organization. The ratings of satisfaction given by respondents showed that active and regular participation in curriculummaking produced the highest degree of satisfaction (17).

The studies of Guest, Vroom, Maier, and Wickert, conducted within business concerns, and cited by Bridges (2), all indicated that higher production and a higher level of satisfaction accompany employee participation in decision-making.

In an article on decision-making, Oliva reports several research findings, one of which was from a study by Inabit, who found that teacher participation in decision-



making was not necessarily related to teacher satisfaction and morale (40:48). It was indicated that teacher satisfaction was most closely related to the teachers' perception of the extent to which the administration accepts participation in decision-making and the extent to which teachers feel that their participation has influenced the final decisions (40:48). Thus, mere participation is insufficient. This finding is very useful in the light of other studies, particularly one reported by Saunders et al., in which Blumberg and Amidon found that "an opportunity for teachers to participate in decisions that affect them is the most important factor in their job satisfaction" (46:198). In addition, then, the teachers must feel that their influence on decisions is significant.

Bureaucracy

It has been shown that bureaucratic organization and satisfaction are related. If bureaucratic organization is taken to mean decision-making authority centralized in superordinate offices, then one might hypothesize that the higher the level of bureaucratic organization, the lower will be the level of satisfaction. Several research studies have been conducted in this field. In a 1964 study, MacKay found that where authority relationships are of the bureaucratic type, teacher satisfaction with the organization is significantly reduced (32). Such a reduction "negatively affects



teacher performance, with a resulting decrease in pupil growth and achievement" (MacKay, 33:7). However, MacKay did find that out of 186 pairs of scores, in only three cases did staff members desire less bureaucratization than they were in fact observing in their own school. Furthermore, he reported that "... staff members did express an opinion in favour of a greater degree of bureaucratization" (32:94) than existed at the time of the study. Similarly, Eddy, in a study conducted in central Alberta, reported that teachers generally were significantly more satisfied with the school organization in high bureaucratic schools than with that in low bureaucratic schools (14).

Such findings are interesting to note, especially since the widespread attitude toward bureaucracy seems to be basically negative. This phenomenon might be explained by considering the instruments used in both MacKay's and Eddy's studies. Neither of them mentioned the word "bureaucracy", but their instruments were designed to provide a global measure of this particular feature of an organization. It seems that teachers (and probably other employee groups) hold a relatively strong appreciation for the results of a bureaucratic form of organization, while simultaneously bearing some contempt for the term "bureaucracy" itself. Further research into this area of educational administration would be useful.



School Autonomy

It may well be that principals are not always free to leave decisions in the hands of teachers, due to school system administration policies. Morphet et al. have pointed out that sometimes individual schools are handicapped by rigid rules and regulations set by their school boards. However, they have observed that "the trend in progressive school systems is to assign primary responsibility for the educational program in a school center to the principal and his staff" (38:339). Sharma's study indicated that teachers wanted greater individual autonomy and they felt that the school itself should be more autonomous (47).

An Alberta study by Wilson revealed that principals reported least autonomy in the areas of selection of courses and their content and most autonomy in making decisions about pupils, such as placement and discipline (57). In addition, autonomy was significantly related to school type and size. Elementary schools were perceived to have least autonomy, while large high schools had the most.

The degree of autonomy possessed by a school is a decisive factor in the extent to which a principal may delegate decision-making responsibilities to his staff.

Personal and Professional Characteristics

Of the many studies concerning decision-making in educational administration, several have examined the topic



on the basis of the personal and professional characteristics of the teacher. With respect to personal variables, Hawley found that in their perceptions of actual decision-making practice, age, sex, and marital status were significant factors (24). No particular pattern was observed in the significant findings based on age, but male and married teachers were found to have perceived a level of decisionmaking closer to the classroom than did female and unmarried teachers, respectively. Francoeur also found sex to be a significant factor in relation to decision-making (17). Although her study concerned satisfaction primarily, she found that men teachers were consistently more dissatisfied with respect to participation in decision-making than were their female counterparts. Another important finding in Hawley's study is that personal variables were found to be more closely related to perceptions of actual decision-making processes than to teachers' preferred levels of decisionmaking.

Morphet, Johns, and Reller have stated that the size of the school, the variety of programs, the school level, and the organization all influence the organizational structure (38). These factors could also influence the teachers' perceptions of what happens in the school's administration. These factors may be termed professional variables. Miklos' study, in 1963, revealed, among other findings, that there were variations from school to school in the expectations



which teachers held for the behaviour of principals (36).

Hawley found that secondary teachers perceived a level of decision-making closer to the classroom than did elementary teachers. Francoeur reported secondary teachers to be more dissatisfied with their participation in curriculum-making than were those at the elementary level. Simpkins found that junior high school teachers perceived themselves as having greater decision-making powers than did elementary or senior high school teachers (50). Johnson (27) reported that high school teachers emphasized the need for responsibility, while elementary teachers were more concerned with having good interpersonal relationships in order to obtain satisfaction.

Francoeur's study supported the contention that the least qualified teachers and those with more experience express greater dissatisfaction with their participation in curriculum decisions. However, Clarke claims that the "Young Turk", described as having five years' or less experience, is dissatisfied with the state of teaching as a profession (9:13).

Hawley found that teachers in larger schools perceived actual decision-making processes to be at a level closer to the classroom than did those in smaller schools (24). However, contrary to this finding, Zinser (58) revealed, in a study of secondary schools, that teachers' morale was not significantly related to the size of schools, nor was school size related significantly to any aspect of school operation



measured. Such measurements included administrative policies and practices, the professional and personal attitudes of teachers, and teacher-student relations.

Moreover, Samuels (45) reported that elementary school size is not, in general, associated with the professional autonomy of the classroom teacher.

III. SUMMARY

It is clearly evident as to what is being demanded and expected in the field of education by its largest employee group. Theorists and other writers feel teachers are well enough prepared, in general, to be considered professional in their career. Such being the case, decision-making in the school should primarily be the responsibility of the teaching staff. Such responsibility would further enhance the current drive of educators toward professionalism. In addition, its re-location would greatly increase the administrative effectiveness and efficiency within the school and, probably, throughout the school system. Decision-making responsibility should be delegated in such a manner so that no possible organizational efficiency will be lost.

Teachers' perceptions of their present situation within their schools should be of real concern to the administrators involved. While research has indicated that teachers
and administrators do not agree completely on their respective
roles within the organization, teachers' overall job



satisfaction is clearly dependent, to a great extent, on their desires and role expectations, as compared to their perceptions of the actual situation.

Even though a great amount of time and energy have been expended in the research into decision-making in the field of education, a need for further research at the school level is indicated. Further, the literature reviewed above provides some bases for the hypotheses advanced for this study.



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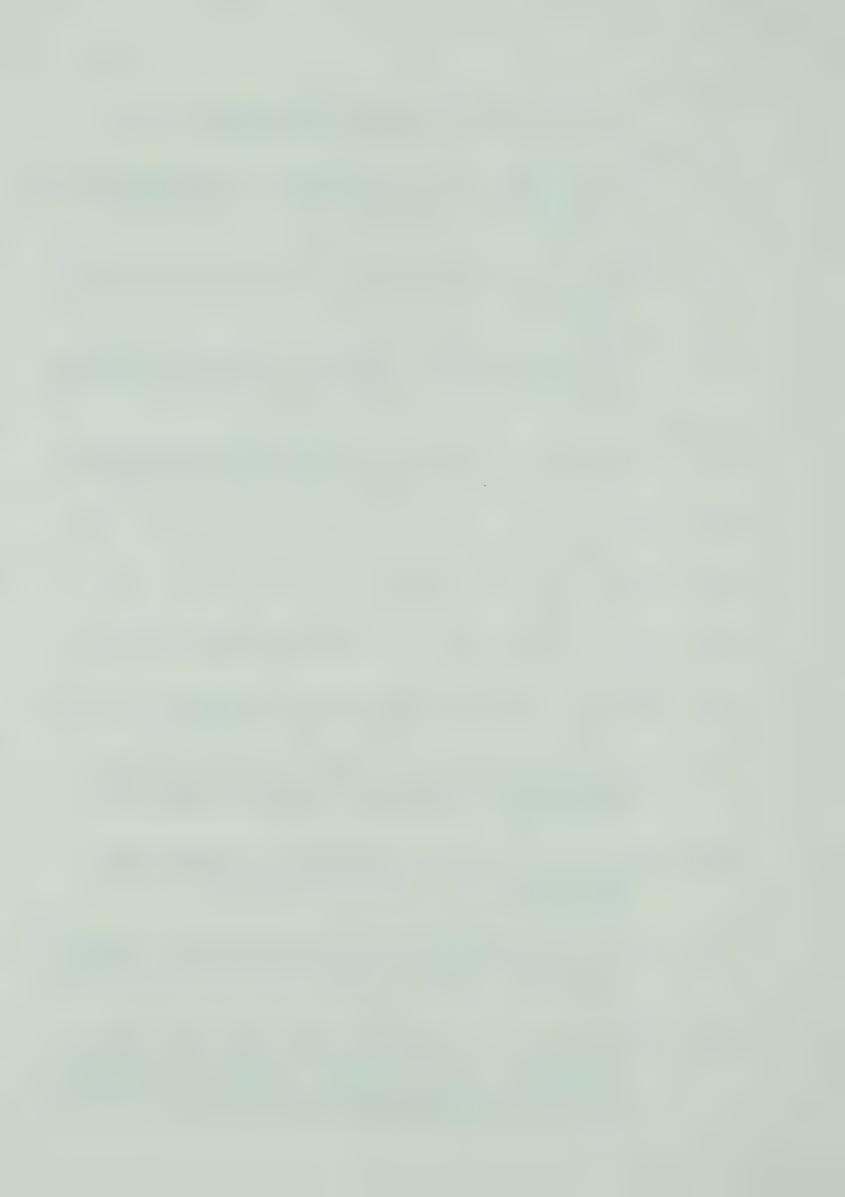
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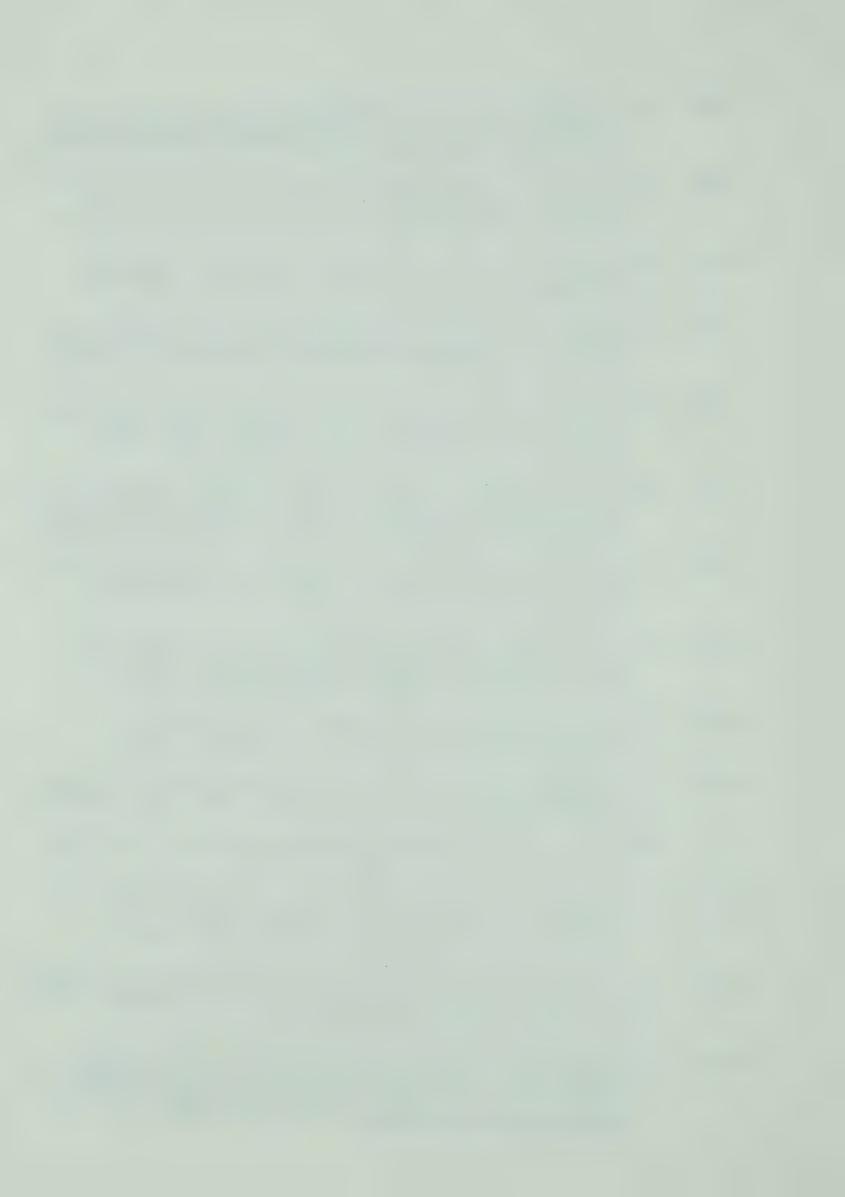


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CHAPTER III

RESEARCH DESIGN

This chapter is intended to provide a description of the research techniques applied in this study. The type of instrumentation used and the methods employed in the collection of the data are described. The chapter is concluded by an outline of the analytic techniques administered to the data obtained for the study.

I. INSTRUMENTATION

The instrument used in this study was a questionnaire, entitled Decision-Making in the School (Perceptions of Teachers), and was constructed by the researcher in order to ensure responses to questions specifically pertinent to the problem being investigated. The questionnaire comprises two parts. A copy may be found in Appendix A.

Internal Decisions

This part of the questionnaire includes several decision items, each of which was felt to be within the realm of the decision-making authority of the individual school.

Five major decision-making areas were assigned to the school and, accordingly, part 1 of the questionnaire consists of five sections. Each section contains several decision items designed to measure teachers' perceptions of decision-



making roles in that specific area through multifarious means. The sections of part 1 of the instrument are:

I -- Curriculum and Methods; II -- Pupil Supervision;

III -- Pupil Evaluation; IV -- Pupil Discipline and Control; and V -- School Organization.

Decision-making areas were not limited to a strict number of decision items. The number of decision items per section is as follows: Section I -- 12 items; Section II -- 6 items; Section III -- 8 items; Section IV -- 11 items; and Section V -- 11 items. In toto, forty-eight decision items are included in the instrument.

Each question is presented twice in order to retain clarity in what exactly is being asked. The first question of the pair presents the decision item and asks, "Who PRESENTLY makes such a decision?" Secondly, the question is asked, "Who SHOULD make this decision?"

Five response categories are provided for the questions asked:

- (1) The TEACHER(S) alone, with no counsel from the principal.
- (2) The TEACHER(S) primarily, but in consultation with the PRINCIPAL.
- (3) The TEACHER(S) and PRINCIPAL jointly.
- (4) The PRINCIPAL primarily, but in consultation with the TEACHER(S).
- (5) The PRINCIPAL alone, with no counsel from the teacher(s).

Any decision which the respondents felt might be made at a



level higher than that of the principal's office were to be attributed to the principal.

The decision items were selected as a result of the review of literature (Halpin and Croft, 1), related research, particularly that of Simpkins (5), Massé (3), and Hawley (2), collegial opinions, and the researcher's personal experience. The wording, positioning, applicability, and usefulness of the decision items were reviewed by several graduate students in the Department of Educational Administration of the University of Alberta. Necessary and appropriate corrections and deletions were made on the rationale that such judges were competent in making correct decisions and in providing helpful and constructive criticisms.

Personal-Professional Data

Part 2 of the instrument asks the respondents to indicate generally their level of satisfaction, both with the decision-making processes in their school and with their total school situation. However, it primarily asks for personal data, such as: age, sex, and marital status; and for professional data, consisting of: major teaching level, years of professional training, years of teaching experience, and the size of their school.

II. DESCRIPTION OF THE POPULATION

This study was conducted with the teaching population



of the County of Red Deer School System. The County of Red Deer is a rural school administrative unit in central Alberta. This unit comprises thirteen schools, three of which were excluded from this study due to the small size of their staff. It was felt that schools employing fewer than three teachers (in addition to a principal) would not be representative of other schools in the system. Further, only classroom teachers were invited to participate in this study. Persons spending less than fifty percent of their school time in classroom teaching, such as administrators, guidance counsellors, and librarians, did not participate in the study. The personal-professional characteristics of the population are provided in Table 1.

III. COLLECTION OF DATA

In order to secure maximum cooperation from all persons involved in the study, a brief explanation of the study was prepared and distributed to members of the County of Red Deer School Committee, to members of the Red Deer County School Principals' Association, and to members of the Red Deer County Teachers' Professional Development Committee. In addition, an explanatory letter was sent to the Secretary of the Red Deer County Local of the Alberta Teachers' Association. The study was approved by all persons affected.



Table 1. Personal-Professional Characteristics of Population by Percentages

Variables	Variable Categories	N	%
Age	Under 25 years	2.5	14.3
	25 to 29 years	44	25.0
	30 to 34 years	12	6.8
	35 to 39 years	19	10.8
	40 to 44 years	18	10.2
	45 to 49 years	36	20.4
	50 or more years	36	20.4
Sex	Male	68	38.6
	Female	108	61.4
Marital Status	Single	32	18.2
	Married	120	68.2
	Other	24	13.6
Teaching Level	Elementary	9 3	52.8
5	Junior High	48	27.3
	Senior High	35	19.9
Professional	1 year	35	19.9
Training	2 years	33	18.8
	3 years	18	10.2
	4 years	70	39.8
	5 years	15	8.5
	6 years	5	2.8
Teaching	1 to 3 years	31	17.6
Experience	4 to 6 years	34	19.4
	7 to 10 years	36	20.4
	11 to 15 years	26	14.8
	16 to 20 years	19	10.8
	21 or more years	30	17.0
School Size	100 to 299	21	11.9
(Number of	300 to 499	40	22.8
pupils)	500 to 699	96	54.5
	700 to 899	19	10.8



The questionnaires were distributed to the Professional Development Committee representative in each school, who then distributed them to their staff members. They also collected the completed forms. Each school was codified and each questionnaire was numbered so as to ensure the anonymity of the respondents. Of the 204 eligible respondents, 176 (84.7 percent) returned usable questionnaires. The completed instruments were collected personally by the researcher from the chairman of the Professional Development Committee for the County Unit.

IV. RESEARCH HYPOTHESES

To examine the problem under consideration in this study, the following hypotheses were tested:

Actual and Preferred Decision-Making Roles

Hol: No significant difference exists between teachers' perceptions of actual decision-making roles and their perceptions of preferred decision-making roles in decisions concerning the curriculum and teaching methods.

 $\underline{\text{Ho}_2}$: No significant difference exists between teachers' perceptions of actual decision-making roles and their perceptions of preferred decision-making roles in decisions concerning pupil supervision.



Hog: No significant difference exists between teachers' perceptions of actual decision-making roles and their perceptions of preferred decision-making roles in decisions concerning pupil evaluation.

Ho₄: No significant difference exists between teachers' perceptions of actual decision-making roles and their perceptions of preferred decision-making roles in decisions concerning pupil discipline and control.

 $\underline{\text{Ho}_5}$: No significant difference exists between teachers' perceptions of actual decision-making roles and their perceptions of preferred decision-making roles in decisions concerning school organization.

Actual Decision-Making Roles and Personal-Professional Variables

 $\frac{\text{Ho}_6:}{\text{ho}_6:}$ No significant relationship exists between teachers' perceptions of actual decision-making roles and their age.

Ho7: No significant relationship exists between teachers' perceptions of actual decision-making roles and their sex.

 ${
m Ho}_8$: No significant relationship exists between teachers' perceptions of actual decision-making roles and their marital status.



Hog: No significant relationship exists between teachers' perceptions of actual decision-making roles and their major teaching level.

 $\underline{\text{Ho}_{10}}$: No significant relationship exists between teachers' perceptions of actual decision-making roles and their amount of professional training.

 $\underline{\text{Ho}_{11}}$: No significant relationship exists between teachers' perceptions of actual decision-making roles and their amount of teaching experience.

Ho₁₂: No significant relationship exists between teachers' perceptions of actual decision-making roles and the size of their school.

Preferred Decision-Making Roles and Personal-Professional
Variables

 $_{13}$: No significant relationship exists between teachers' perceptions of preferred decision-making roles and their age.

Ho₁₄: No significant relationship exists between teachers' perceptions of preferred decision-making roles and their sex.

Ho₁₅: No significant relationship exists between teachers' perceptions of preferred decision-making roles and



their marital status.

Ho₁₆: No significant relationship exists between teachers' perceptions of preferred decision-making roles and their major teaching level.

Ho 17: No significant relationship exists between teachers' perceptions of preferred decision-making roles and their amount of professional training.

Ho₁₈: No significant relationship exists between teachers' perceptions of preferred decision-making roles and their amount of teaching experience.

Ho₁₉: No significant relationship exists between teachers' perceptions of preferred cecision-making roles and the size of their school.

Decision-Making and Satisfaction

 ${
m Ho}_{20}$: No significant relationship exists between the degree of discordance between teachers' perceptions of actual and preferred decision-making roles and teachers' level of satisfaction with their total school situation.

V. ANALYSIS OF DATA

The response categories for questions concerning decision making roles within the school were considered to be ordinal in nature. Frequency and percentage frequency in each response category were calculated for each decision



item. Total frequencies and percentage frequencies in each response category were calculated for each of the five sections of the instrument.

The Kolmogorov-Smirnov two-sample statistical test, as described by Siegel (1:127-36), was used to test the null hypotheses on a section per section basis. The personal-professional data were collapsed into either two or three new groupings in order to permit ease of analysis. The IBM card sorter was used to categorize the punched data on the bases of the groups. Then, for each section, the frequencies and percentage frequencies for each response category were calculated by computer and the latter were used for the Kolmogorov-Smirnov tests. The level of significance for rejection of the null hypothesis was set at .05. When Dmax, the maximum deviation between two distributions of scores, was equal to or exceeded the critical value of D, Dcrit, as given by Table M in Siegel's book (1:279), the null hypothesis was rejected. Dmax is obtained by calculating the maximum difference between the cumulative frequencies within the same response category for two sets of ordinal scores. When using percentages with this test, they are simply considered as proportions. Therefore, any value attributed to Dmax was in the form of a decimal fraction.

Sub-problems 1 and 2 were examined by the testing of Hypotheses 1 to 5 inclusive. Sub-problem 3 was examined by the testing of Hypotheses 6 to 19, inclusive. Sub-problems



4 and 5 were examined by calculating the Pearson productmoment correlation, r, between the teachers' perceived level
of satisfaction with decision-making processes in the school
and their perceived level of satisfaction with all aspects
of their teaching situation in general. Frequencies and
percentage frequencies were obtained for each sub-group in
both measures of satisfaction. Sub-problem 6 was examined
by the testing of Hypothesis 20.

VI. SUMMARY

In this chapter, a description of the instruments used in the study is provided and the population is described. The methods employed in the collection of data for the study are given. The chapter also includes an enunciation of each hypothesis tested. Finally, the details of the techniques applied in analyzing the data are presented.



REFERENCES -- CHAPTER III

- (1) A. W. Halpin and D. B. Croft, The Organizational Climate of Schools, (Chicago: Midwest Administration Center, University of Chicago, 1963).
- (2) G. B. Hawley, "Actual and Preferred Levels of Curriculum Decision-Making as Perceived by Selected Groups." Unpublished Master's thesis, University of Alberta, 1969.
- (3) Denis Masse, "Teacher Participation and Professional Attitudes." Unpublished Ph. D. dissertation, University of Alberta, 1969.
- (4) Sidney Siegel, Nonparametric Statistics for the Behavioural Sciences, (Toronto: McGraw-Hill Book Company, 1956).
- (5) W. S. Simpkins, "The Distribution of Decision-Making Authority in the School." Unpublished Ph. D. dissertation, University of Alberta, 1968.



CHAPTER IV

FINDINGS OF THE STUDY

In this chapter, the null hypotheses are reenunciated under four headings. The findings concerning each hypothesis are provided, followed by a discussion of the individual variables pertinent to the hypothesis.

Important data relevant to significant findings are included with the text in tabulated form, while data for non-significant findings are available in the appendices. Several figures are also included in the discussion of findings.

In many instances, the variable under discussion could apply to an individual teacher, to groups of teachers, or to the entire teaching staff as a whole, depending on the situation. In order to avoid confusion, the plural form of the word, "teachers", was used in such instances and the distinction may be made by considering whether or not the decision might be made by one or several teachers, or by the total teaching staff.

I. ACTUAL AND PREFERRED DECISION-MAKING ROLES

Hypothesis 1. The first hypothesis stated that there was no significant difference between teachers' perceptions of actual and preferred decision-making roles concerning the school curriculum and teaching methods employed in the school.



Table 2 provides an item by item representation of the teachers' responses to decision questions dealing with curriculum and teaching methodology. The information is in the form of percentage frequencies for each response category. From the section total responses, it was found that Dmax equalled 0.175, while the critical value of D (Dcrit) was found to be 0.174, at the .01 level of significance. Since Dmax was greater than Dcrit, the first hypothesis was rejected. A significant difference does appear to exist between teachers' perceptions of actual and preferred decision-making roles for decisions concerning curriculum and teaching methodology. A graphic representation of the comparison between the two sets of teachers' perceptions on a section basis is given in Figure 1.

Teachers perceived themselves as having a great degree of control over decisions pertaining to the school's curriculum and the teaching methods employed, as over half of them indicated their actual decision-making structure to be so. Less than one-third felt that the principal controlled decisions in this area. It was further evidenced, however, that teachers desired to retain their decision-making power. A 57 percent response in categories one and two indicated this desire. Teachers' preferences for joint decision-making were demonstrated by the increased response in category three by about 16 percent of the Preferred responses over the Actual.



for Teachers' Perceptions of Actual and Preferred Decision-Making Roles Concerning the Curriculum and Teaching Methods 2 . Table Items

Variable	Decision Itema	Decision-	Percen	tage F	requency	of Resp	onses	Z
Number		making Role	-	2	3	4.	7	
			H	T w. P	T&P	Pw.T	ъ	
Ļ	Introduction of new	AP	•		5.	9	•	_
	teaching methods	n C	9.2	35.3	42.2	12.7	9.0	173
2.	Extent of coverage	A		2	•	9°4	•	~
	of a specific course	വ	33.9	49.4	14.9		1,1	174
	Rigidity of teacher	A	3	 	3	5.8		1
	adherence to curriculum	ρι	27.3	49.4	20.3		0.0	172
. 4	Philosophy of the	A		11.7	21.1	33.9	20.5	/
	school.	Ъ		n	۰ 4	5.	•	169
5.	Selection of school	A	14.4	29.3	27.6	25.9	2.9	174
	instructional materials	വ	0	0	0	00	•	_
. 9	Allocation of money	A		•	3	9		1
	for instructional equipment	م	9.0	7.0	54.7	31.4	9	172
7.	Teacher adherence	A	7:	00	•	•	•	1
	to authorized textual material	Ъ	76.0	8.04	ο. Θ.	2 . 3		174
. ω	Individual class	A	45.1	13,1	6	17.7	14,3	175
	organization for instruction	다	0	n	•	-	0	_



Table 2 (continued)

ಡ	Decision Item	Decision-	Percei	ntage F	requency	of Res	ponses	Z
Number		making Role	H	2	ന	4	2	
			T	T w. P	T&P	Pw. T	Ъ	
ő	Types of student assignments	A P	93.7	6.3	0.0	0.0	00.0	174
10.	Emphasis on child- centered or sub- ject-centered teaching	A P	61.9	17.3	8.3	3.6	2.4	168
•	Determination of class size and composition	A	0.0	9.5	12.0	26.9	58.3	175
. 2.	Extent of use of external resources	A	19.9	43.2	21.6	11,4	0.4	176
	Section I Totals	A	34.3	21.2	13.9	16.1	14.5	

The exact wording of the original questions may be obtained by reviewing the questionnaire to be found in Appendix A. d

Actual situation.

ب

c Preferred situation.



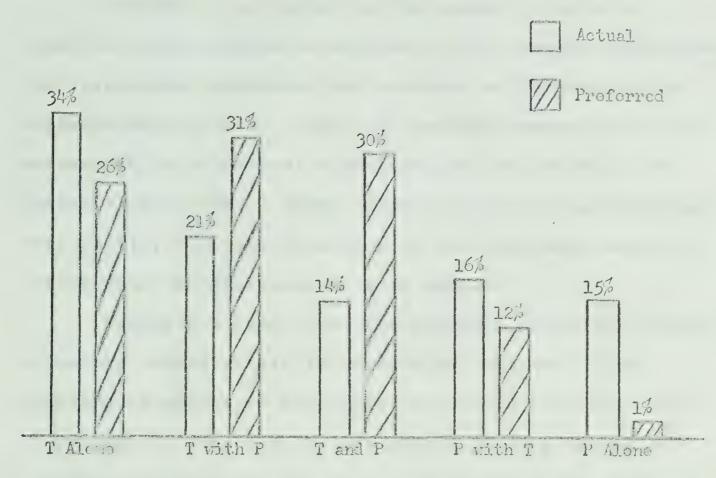


Figure 1. A Comparison of Teachers' Perceptions of Actual and Preferred Decision-Making Roles for Items concerning the Curriculum and Teaching Methods"

Discussion of the Findings Regarding the Variables. Concerning the decisions pertaining to the introduction of new teaching methods (variable 1), about 44 percent of the respondents perceived the actual role of decision-maker to be mainly that of the teachers. About 26 percent, at the time of the study, saw teachers and the principal as colleagues, deciding the question jointly. However, respondents preferred to transfer some of the principal's power to the teachers, in that about 42 percent desired to have the principal as a collegial decision-maker.

^{*}Percentages are rounded off to the nearest whole number.



Variable 2 pertained to the extent to which a specific course should be covered. In the actual situation, the respondents perceived the teachers as dominating the decision-making role. Almost 85 percent responded in this manner, while only about 8 percent saw the principal as having a major role. Also, teachers' preferences differed very little, with the exception of desiring more consultation with the principal on such matters.

Variable 3 dealt with the decision about how closely a teacher should adhere to curriculum outlines. The respondents perceived the actual situation such that over 75 percent of them saw the teachers as having the major deciding role, while about 13 percent perceived a collegial process between the teachers and the principal. Teachers did not seem to want to change the decision-making process drastically, with the only great difference being a 20 percent response in favour of joint teacher-principal participation in the process.

Variable 4 concerned decisions regarding the philosophy of the school. About 55 percent of the respondents perceived the actual situation to be such that the principal had the prime deciding role in this area. Twenty-one percent felt that such decisions are actually made collegially. However, about 54 percent preferred a collegial decision, while only slightly over one-quarter of the respondents felt that the principal should have the major role.



Variable 5 pertained to the selection of school instructional materials. Concerning the actual situation, the respondents did not perceive excessive unilateral decision-making on the part of teachers or principal.

About 44 percent perceived the teachers as having prime responsibility for such decisions, while almost 30 percent perceived the principal as having this same responsibility. About 27 percent of the teachers saw collegial decisions being practised in this area. Teachers' preferences, however, were such that over half wanted to have this decision-making responsibility, and two-fifths desired a joint decision.

Variable 6 considered the question of allocating funds for instructional equipment. Just over 83 percent of the respondents perceived the actual situation to be primarily the decision-making prerogative of the principal, while about 13 percent saw the decision-making role as a collegial one. With respect to preferences, teachers felt that such a decision should be collegial (about 55 percent), or should be made by the principal in consultation with the teachers. Only 6 percent indicated that the principal should make the decision alone.

Variable 7 examined teachers' perceptions regarding decisions concerning their adherence to materials from authorized textbooks. In actuality, teachers felt that they were primarily responsible for such decisions (86 percent).



Their preferred decision-making roles differed little from the actual situation, with the exception that there would be a slight increase in the extent of consultation with the principal.

Variable 8 dealt with decisions about class organization for instructional purposes. Almost three-fifths of the respondents perceived their actual position to be such that they controlled the decisions in this regard. Almost one-third saw the principal as having this decision-making control. About two-thirds of the teachers preferred to make such decisions themselves, with almost one-quarter desiring joint decision-making responsibility. Teachers largely preferred to remove any prime decision-making from the office of the principal, as only 12 percent indicated that he should have this role.

Variable 9 concerned decisions pertaining to the types of homework assigned to students. Teachers unanimously (100 percent) perceived themselves as having the major responsibility for such decisions. In their preferences, the respondents indicated a desire for a slight increase (about 7 percent) over the actual situation with regard to consulting with the principal.

Variable 10 considered the question of decisions about the relative degree of emphasis on child-centered or subject-centered teaching. In actual practice, teachers perceived themselves about four-fifths in control of such decisions.



About 12 percent accorded the present decision-making practice to the principal. The teachers preferred approximately the same overall decision-making responsibility, but with greater principal consultation. They also indicated a greater desire for a collegial decision.

Variable 11 pertained to the question of class size and its composition. The respondents perceived the actual situation to be one where the principal takes prime responsibility for such matters. Eighty-five percent of all responses indicated that the principal held the major decision-making role for these decisions, while 12 percent perceived the decision as being made jointly between the teachers and principal. Teachers' preferences indicated their desire for a large reduction in the principal's role. Only about 40 percent of the teachers felt that the principal definitely should have the major decision-making role here, while half of them preferred a joint, collegial decisional process.

Variable 12 concerned the question of the extent of use of external resources, such as outside speakers, museums, libraries, and so on, in program instruction.

Regarding the actual situation, over three-fifths of the respondents perceived the teacher to be primarily responsible for decisions in this area, while only about 15 percent perceived the principal as having the major decision-making role. Slightly over one-fifth perceived the decision-making



process to be a collegial one. In their preferences, teachers desired only less decision-making power to the principal, with a 28 percent response in favour of a joint decision-making process and about 7 percent in favour of the principal deciding these matters in consultation with the teachers. About 64 percent preferred to have the major decision-making responsibility themselves.

Hypothesis 2. The second hypothesis stated that there was no significant difference between teachers' perceptions of actual and preferred decision-making roles concerning pupil supervision in the school.

Table 3 provides an item by item representation of the teachers' responses to decision questions dealing with pupil supervision. The information is in the form of percentage frequencies for each response category. From the percentages given by the section totals, it was found that Dmax equalled 0.289, while Dcrit was found to be 0.209, at the .001 level of significance. Since Dmax was greater than Dcrit, the second hypothesis was rejected. A significant difference does appear to exist between teachers' perceptions of actual and preferred decisionmaking roles for decisions concerning pupil supervision. Figure 2 provides a graphical representation of the section responses in the form of a comparison between the two sets of teachers' responses.



for Roles Table 3. Teachers' Perceptions of Actual and Preferred Decision-Making Items Concerning Pupil Supervision

Number				1000			1000	17
		making Role	H	2	က	7	5	
			I	T w.	P T&P	P w T.	ъ	
13.	Scope and organi-	Ab	8,5	2	28.0	28.0	12.2	164
	of ular	ರ್.	•	2.4	.09	5	0	9
	ties							
14.	When and where super	A -	1.1	2.3	11.5	31.6	53.4	174
	vision is necessary	Ъ	0	•	5	7 •	•	_
15.	Duties of the super-	A	25.3	7.4	9.8	22.8	35.8	162
	vising teacher	Д	00	•	7	5	0	9
16.	Pupil's basic rules	A	19.8	13.0	28.4	22.8	16.0	162
	g ext	C4	. 9	0	5	. 9	•	9
	curricular activi-							
17.	h pupil a	A	4.7	6.5	17.8	31.4	39.6	169
	ties require super-	ы	•	ø	M	0	ار د	9
	1							
-8-	o)	A	6.4	4.1	15.2	28.1	46.2	171
	3 p	Ц	•			ကို	6.5	_
	situations							
	Section II Totals	A		6	18.2	27.5	34.2	
		O.		•	∞	$\stackrel{\circ}{\infty}$	5	

the The exact wording of the original questions may be obtained by reviewing found in Appendix A. questionnaire to be a م

Actual situation.

c Preferred situation.



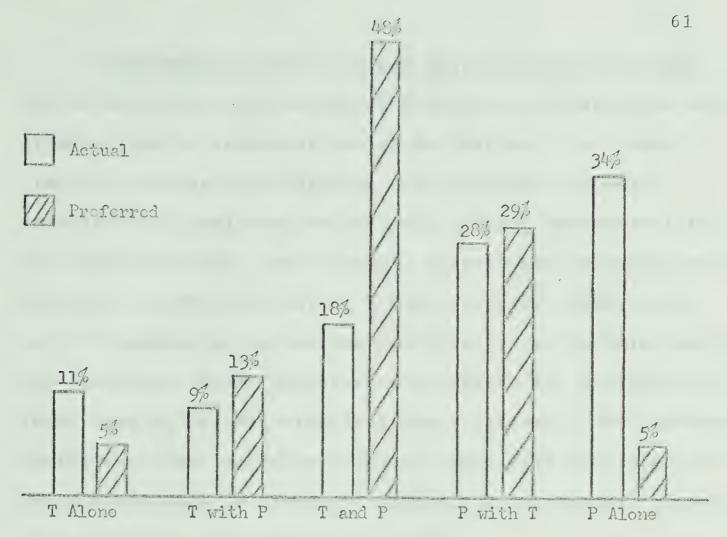


Figure 2. A Comparison of Teachers' Perceptions of Actual and Preferred Decision-Making Roles for Items concerning Pupil Supervision*

In this area of decisions, the respondents

perceived the principal as having most of the decision—

making power in the actual situation. Over three-fifths

of the teachers perceived this to be the case. Only about

one-fifth saw teachers as controlling this decision—making

area. In stating their preferences, however, almost half

of the teachers indicated that these questions should be

decided by a collegial body. Only about one-third felt

that the principal should have the decision—making control.

^{*}Percentages are rounded off to the nearest whole number.



Discussion of the Findings Regarding the Variables.

Variable 13 concerned decisions pertaining to the scope and organization of extra-curricular activities. In actual practice, neither the teachers nor the principal were perceived by a majority to hold the primary responsibility for such decisions. Only about 8 percent of the respondents perceived teachers as having a lone decisive voice, while only 12 percent perceived the principal to be in this position. The remainder, about 80 percent, perceived the decisions as being made by teacher-principal consultations. The teachers' preferences were approximately the same, with an almost 99 percent response in favour of teachers and principal consultaing in order to decide these matters.

Variable 14 considered decisions as to when and where pupil supervision was necessary. Eighty-five percent of the respondents perceived the principal as actually taking the major decision-making role, while about 11 percent saw these decisions as being made collegially. Whereas in actual practice, principals were perceived to hold the powers of decision, teachers (45 percent) preferred that he hold less power and another 45 percent preferred that such decisions be made jointly.

Variable 15 dealt with decisions regarding the duties of the supervising teacher. About one-third of the respondents perceived the actual situation to be one where the teacher has the primary decision-making responsibility,



while over half (56 percent) viewed the principal as having this responsibility. In their preferences, however, teachers felt that the principal's decision-making power should be less (as indicated by the 35 percent response in categories four and five). They further perceived that more decisions should be made jointly by staff and principal (32 percent, as opposed to 8 percent in practice).

Variable 16 pertained to decisions involving pupils' basic rules during extra-curricular activities. In their considerations of the actual situation, the respondents perceived teachers (33 percent) and the principal (39 percent) approximately the same with respect to their control of decision-making in this area. Twenty-eight percent perceived teachers and principals as making joint decisions. However, over half (56 percent) of the teachers expressed a desire for a joint decision-making process. The percentages of teachers preferring primary roles for either teachers or the principal were, therefore, somewhat reduced.

Variable 17 related to decisions about which pupil activities require supervision by a staff member. This item was perceived by over 70 percent of the respondents as presently being decided by the principal. Another 17 percent saw it as a collegial decision. Again, in their preferences, teachers expressed that much of the present decision-making power of the principal would be reduced and replaced by joint decisional processes. Only 35 percent of



the teachers preferred to have the principal primarily responsible for these decisions, while almost 54 percent favoured the principal's role as a colleague.

Variable 18 investigated decisions pertaining to the type of supervision to be employed for specific situations. In actual practice, almost three-quarters of the teachers perceived the principal as having the major decision-making role, and 15 percent saw the decisions being made jointly between principal and staff. The respondents indicated, however, that they would prefer less unilateral decision-making on the part of the principal (50 percent) and more collegiality (42 percent) in deciding these issues.

Hypothesis 3. The third hypothesis stated that there was no significant difference between teachers' perceptions of actual and preferred decision-making roles concerning pupil evaluation.

Table 4 provides an item by item representation of the teachers' responses to decision questions dealing with pupil evaluation. The information is in the form of percentage frequencies for each response category. From the percentages given for the total section, it was found that Dmax equalled 0.146, while Dcrit was found to be 0.146, at the .05 level of significance. Since Dmax was equal to Dcrit, the third hypothesis was rejected. A significant difference does appear to exist between teachers'



for Teachers' Perceptions of Actual and Preferred Decision-Making Roles Concerning Pupil Evaluation 4. Items Table

	•							
Variable	Decision Item ^a	Decision-	Percen	tage F	requency	of Resp	onses	Z
Number		making Role	Н	2	m	7	2	
			H	T w.	P T&P	Pw. T.	Ъ	
19.	Frequency of class evaluative tests	A b b P C	58.3	9.7	9.7	10.3	12.0	175
20.	Methods of pupil evaluation	ΑЧ	33.7	26.9	19.4	13.1	6.9	175
21.	Determination of report card marks	P A	47.3	14.8	16.6	13.6	7.7	169
22.	Teacher retention of test papers	A P	64.5	10.1	8.3	5.3	7.7	169
23.	Application of "normal curve" philosophy	A G	58.8	14.4	7.8	6.5	5.2	153
24.	Grading system to be used	A P	4.7.2.9	7.6	44.2	20.9	22.7	172
25.	Standards for pupil promotions	A G	4.0	19.1	42.8	16.2	17.9	173
26.	Evaluative criteria to be used	Б	32.9	20.6	26.5	11.2	8.0	170
	Section III Totals	A d	37.7	15.4	22.1 37.5	13.1	11.7	

the obtained by reviewing The exact wording of the original questions may be questionnaire to be found in Appendix A. ۵,

Actual situation.

Preferred situation.



perceptions of actual and preferred decision-making roles for decisions concerning pupil evaluation. A comparison of the two types of responses is presented by Figure 3.

Only about one-quarter of the teachers saw the principal as the final decision-maker for the items in Section III. Over half of all respondents indicated that teachers decided these issues in the actual situation, while the remainder (over one-fifth) perceived a joint teacher-principal decision-making structure. More than half of the teachers preferred to retain the control that they had perceived to have, but over 37 percent felt that the decisions should be collegial. Only one-tenth indicated a preference for the principal to decide.

Discussion of the Findings Regarding the Variables.

Variable 19 considered decisions relating to the frequency of class evaluative tests. In the actual situation, almost 70 percent of the teachers perceived themselves as having the primary role in decisions of this nature. Slightly more than 20 percent saw the principal as making the final decision. However, almost three-quarters of the teachers preferred to have the major decision-making role, while only about 8 percent wanted the principal to make the actual decision. Almost twice as many teachers (18 percent) preferred collegial decisions over the number who felt that these were being practised in actuality (10 percent).



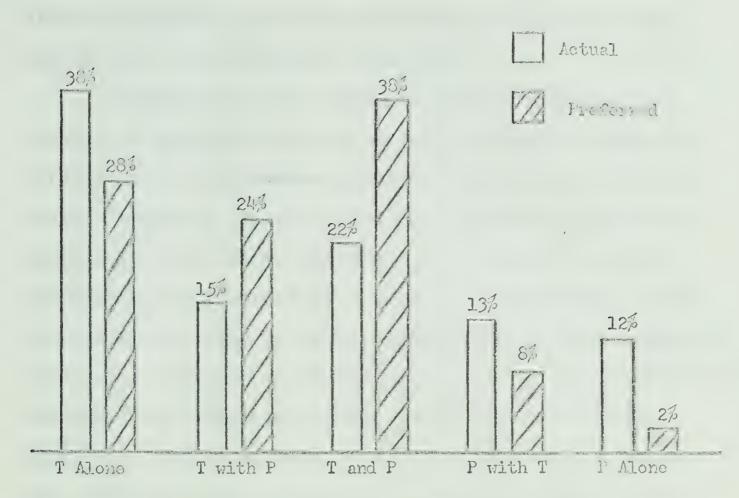


Figure 3. A Comparison of Teachers' Perceptions of Actual and Preferred Decision-Making Roles for Items concerning Pupil Evaluation.*

*Percentages are rounded off to the nearest whole number.

Variable 20 pertained to decisions regarding methods of pupil evaluation. Three-fifths of the respondents perceived that teachers actually controlled such decisions, and about one-fifth perceived the decisions as being made collegially between teachers and principal. The remainder saw the principal as the major decision-maker for such issues. A rather large discrepancy existed between the actual and preferred perceptions of teachers. Only 4 percent preferred to have the principal make these decisions and the number of respondents who preferred a collegial decisional process increased to one-third. The remaining



group of teachers reported preferences similar to their perceptions of the actual situation.

Variable 21 dealt with decisions concerning the methods of determination of report card marks. Over 60 percent of the respondents perceived the actual decision—making process to be one where the teacher was primarily responsible for these decisions. Only about 20 percent perceived the principal as the prime decision—maker, while 16 percent saw such decisions being made jointly. Approxi—mately the same number of teachers as in the actual situation preferred the teachers to have the major role in these decisions, while preferences for the principal to assume this role were below 10 percent. Teachers' desires for a joint decision—making pattern increased to 27 percent of the total.

Variable 22 investigated teachers' perceptions of decision-making roles for questions about whether or not teachers should keep test papers for interviews and other reasons. Three-quarters of the respondents felt that, in actuality, teachers basically made these decisions, with less than one-fifth feeling that the principal held this responsibility. Over two-thirds of the teachers preferred to retain such decision-making rights. Almost one-quarter preferred a collegial structure, while fewer than one-tenth preferred the principal's decision.

Variable 23 sought teachers' perceptions about



decisions relating to the question of whether or not to apply the "normal curve" philosophy to determine students' marks. There was a considerable reduction in response to this question, but almost three-quarters of the respondents felt that they actually had the major voice in such matters, while fewer than one-fifth saw the principal as chief decision-maker. Less than one-tenth perceived a joint decision-making structure. In their preferences, however, less than two-thirds of the teachers indicated a desire to have the major role in making such decisions, but almost one-quarter preferred to make these decisions jointly with the principal. Slightly more than one-tenth preferred to leave the matter to the discretion of the principal.

Variable 24 concerned itself with decisions about the particular form of grading system to be used in the school. Most teachers perceived the actual situation to be that they had little say in such matters. Slightly more than 10 percent indicated a perceived control. Forty-four percent of the teachers perceived these decisions as being made collegially, while approximately the same number felt that the principal held the control. On the other hand, teachers indicated a strong desire for both the teachers and principal to consult with each other in order to determine the issue. About 66 percent desired a collegial structure, while 28 percent preferred teacher-principal consultations.



Variable 25 delved into the question of determining standards for pupil promotions. Less than one-quarter of the teachers perceived the actual situation to be one where they had the primary responsibility for making decisions in this regard. About one-third felt that these decisions were being made by the principal with and without teachers' opinions, and over two-fifths saw joint decisions to be the practice. Slightly more than one-quarter of the respondents indicated that they preferred that teachers have the final deciding voice, while those of the opinion that deciding these matters was the prerogative of the principal fell to less than one-fifth (16 percent). Well over half of the teachers (57 percent) preferred to have collegial decisions.

Variable 26 asked about teachers' perceptions of decision-making regarding the criteria to be used in evaluating the pupils. Fifty-three percent of the respondents perceived themselves as having the major decisive role in this issue. The principal was seen in this light by 20 percent, while about one-quarter felt that joint decisions prevailed in their particular situations. Almost half of the teachers (about 48 percent) preferred that such decisions be under their control, while a similar fraction expressed a desire for collegial decision-making. A very small number of teachers (about 5 percent) thought that the principal should decide such a question.



Hypothesis 4. The fourth hypothesis stated that there was no significant difference between teachers' perceptions of actual and preferred decision-making roles concerning pupil discipline and control.

Table 5 provides an item by item representation of the teachers' responses to decision questions dealing with pupil control and disciplinary methods. The information is in the form of percentage frequencies for each response category. From the percentages given for the total section, it was found that Dmax equalled 0.228, while Dcrit was found to be 0.209, at the .001 level of significance. Since Dmax was greater than Dcrit, the fourth hypothesis was rejected. A significant difference does appear to exist between teachers' perceptions of actual and preferred decision-making roles for decisions concerning pupil discipline and control. Figure 4 is provided to indicate the general trend of teachers' perceptions throughout this section, comparing the Actual with the Preferred responses.

Teachers' perceptions in this section indicated that in actuality the principal occupied the major role in deciding questions of this nature. Over 50 percent responded in this manner. About 31 percent perceived teachers to be making decisions in this area, while about 16 percent felt that joint decisions were in effect. Joint decisions, however, appeared to be popular with many teachers, as many (38 percent) indicated such a preference. About one-third



5. Teachers' Perceptions of Actual and Preferred Decision-Making Roles for Concerning Pupil Discipline and Control Table Items

Variable	Decision Item ^a	Decision-	Percer	ntage Fr	equency	of Re	sponses	Z
Number		making Role	H	2	m	4	70	
			H	T w. P	T&P	P w 1	T P	
27.	Suspension of a pupil from class	A ^b P c	9.3	14.8	16.7	26.5	32.7	162
28.	Pupil punishment after referral from supervising teacher	Ъ	0.0	1.8	4.9	18.3	75.0	164
29.	Contact with parents re discipline problem	P	3.5	14.1	27.1	19.4	35.0	170
30.	School rules and regulations for the student body	A A	1.2	1.8	26.6	38.5	32.0	169
31.	Pupil expulsion from school	Ą	0.0	0.0	5.2	27.9	66.9	154
32.	Standards of class room discipline	∀ A	62.6	17.8	8.0	7.5	4.0	174
33.	Referral of special problems to external authority	P A	3.6	15.4	23.7	19.5	37.9	169
34.	Type of disciplinary action for common.	A d	45.3	14.0	12.8	14.0	14.0	172



Table 5 (continued)

Variable	Decision Item	Decision-	Percen	tage Fr	equency	of Res	ponses	Z
Number		making Role	Н	2	c	4	١	
			⊟	T w . P	T&P	Pw. T	C4	
35.	Standards of pupil behavior in the school	A d	9.0	7.6	39.8	25.7	17.0	171
36.	egre loof upil	A P	79.9	7.3	4.9	6.4	3.0	164
37.	s e un	A A	14.3	16.7	8.3	14.3	46.4	168
	Section IV Totals	A	21.2	10.2	16.3	19.6	32.7	

the The exact wording of the original questions may be obtained by reviewing questionnaire to be found in Appendix A.

Actual situation.

4

a

c Preferred situation.



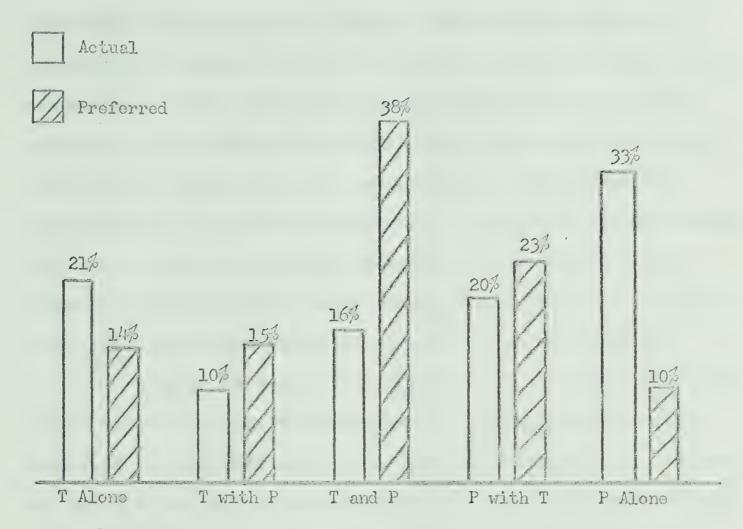


Figure 4. A Comparison of Teachers' Perceptions of Actual and Preferred Decision-Making Roles for Items concerning Pupil Discipline and Control

preferred that the principal make the decisions, and over 28 percent felt that teachers should decide these issues. In any case, over three-quarters of the respondents indicated a preference whereby all of the teaching staff are involved in the decision-making process.

Discussion of the Findings Regarding the Variables.

Variable 27 queried decision-making concerning the suspension of a pupil from a class. About one-quarter of the respondents perceived that teachers made these final

^{*}Percentages are rounded off to the nearest whole number.



decisions themselves, but almost three-fifths saw the principal as making the final decision in the actual situation. Fewer than one-fifth regarded such decisions as being joint teacher-principal collaborations. In their preferences, however, about 30 percent of the teachers indicated a desire for themselves to be primarily responsible for these decisions, while an approximately equal number indicated the same desire for principals. Almost two-fifths felt that these decisions should be collegial efforts.

Variable 28 dealt with decisions concerning the type of punishment to be administered to a pupil who had been referred to the principal by a supervising teacher. Virtually no one saw the actual situation to be such that teachers had the major decision-making role. Ninety-three percent of the respondents perceived such decisions as being made by the principal, while about 5 percent felt that joint decisions were being practised. Teachers preferred, however, to have more influence on such decisions, but two-thirds expressed the opinion that the principal should make the final decision. About one-quarter preferred to have a collegial decision-making structure in such cases.

Variable 29 asked about decisions relating to contacting pupils' parents concerning discipline problems.

Over half of the teachers (about 55 percent) saw that the actual situation was one where the principal played the major decision-making role in these matters. Just over one-quarter



(27 percent) perceived the actual situation to be collegial in nature. Only 15 percent viewed teachers as having final control over the decision. Most of the teachers preferred, however, that they and the principal confer and decide the matter together, but one-quarter wanted teachers to have the final voice in the decision. More than one-third preferred that the principal decide and about two-fifths indicated a preference for joint teacher-principal decision-making.

Wariable 30 sought teachers' perceptions of decision—making regarding school rules and regulations for the general student body. Seventy percent of the respondents perceived that the principal actually controlled final decisions in this area and 26 percent perceived a joint decision—making arrangement. Teachers' preferences indicated that teachers should not make these decisions without the principal's advice, nor (for the most part) should the latter make such decisions without consulting the teachers. However, 44 percent of the teachers preferred to have the principal make the final decision, while about 54 percent indicated a desire for decisions in this regard to be of the collegial genre.

Variable 31 dealt with decisions concerning the expulsion of a pupil from school. Although the response to this question was smaller than all others in this section, the respondents almost unanimously (95 percent) saw the principal as making the final decision in the actual



situation. The remaining 5 percent perceived a collegial decision. Teachers' preferences varied somewhat from their perceptions of the actual situation. Less than 75 percent felt that the final decision in such an issue should be left to the principal. Twenty-six percent indicated a preference for a collegial decision, while virtually nobody preferred to have the teachers make the final decision.

Variable 32 considered decisions about standards of classroom discipline and deportment. In actual practice, 80 percent of the teachers felt that they had the major deciding voice in such matters. Only 11 percent perceived the principal as the decision-maker and 8 percent saw a collegial structure. When stating their preferences, only 72 percent of the teachers indicated a desire to retain the final decision unto themselves. Twenty-four percent expressed that the matter should be decided on a collegial basis and the small remainder felt that the principal should have the final voice in these issues.

Variable 33 asked about decisions to refer special problems to authorities outside the school. Well over half of the respondents (about 57 percent) perceived the actual situation with the principal having the final say in the matter. Almost one-quarter saw joint decisions to be in effect, while less than one-fifth perceived teachers as primarily responsible for making these decisions. Teachers preferred, however, a slight change in how this question was



finally to be decided. Only about 14 percent felt that the principal should make the decision along and almost 30 percent felt that he should consult with the teachers before deciding. Thirty-six percent desired a joint teacher-principal decision, while about 20 percent felt that the teachers should make the final decision, but after a consultation with the principal.

Variable 34 investigated teachers' perceptions concerning decisions about the type of disciplinary action to be administered to students for common misdemeanours. In the actual situation, about three-fifths of the respondents perceived teachers as making final decisions in such cases and more than one-quarter saw the principal as the final decision-maker. A rather small number (13 percent) perceived a joint decision-making structure. Teachers preferred, by and large, not to have the principal make the ultimate decision, as indicated by their 15 percent response to this effect. About half of them indicated a preference for the teachers to have control of these decisions, while 35 percent wanted joint teacher-principal decisions.

Variable 35 asked about decisions concerning the standards of pupil behaviour in the school. About 40 percent perceived a collegial decision-making arrangement in actual practice, while an approximately equal number felt that the principal himself held the option on the final decision.

Only about 17 percent saw the teachers as controlling these



issues. Over 70 percent of the teachers indicated a preference for collegial decisions in this regard, while about 20 percent still felt that the principal should make the final decision. Less than 10 percent desired that the teachers have the final choice.

Variable 36 questioned teachers about decisions pertaining to teacher-pupil relationships and the appropriate degree of aloofness on the part of the teacher with respect to the pupil. In actuality, 80 percent perceived these matters as being decided by the teacher alone, while another 17 percent found themselves consulting with the principal. In their preferences only about 60 percent indicated that the teachers should make autonomous decisions regarding their aloofness, while the remaining 40 percent desired to involve the principal to varying degrees.

Variable 37 considered decisions regarding the use of corporal punishment. Forty-six percent perceived the actual situation to be such that the principal decided this matter alone, while another 14 percent indicated that he consulted with the staff before deciding. A little more than 30 percent of the respondents viewed teachers as having the major control over the outcome of such questions. Only 8 percent saw the matter as being decided jointly between teachers and principal. On the other hand, about 45 percent preferred to have a joint decision-making structure, while about 33 percent felt that the principal



should decide the final question. Over 20 percent wanted the teachers to be largely responsible for such decisions.

Hypothesis 5. The fifth hypothesis stated that there was no significant difference between teachers' perceptions of actual and preferred decision-making roles concerning the school organization.

Table 6 provides an item by item representation of the teachers' responses to decision questions dealing with the administration and management of the school. The information is in the form of percentage frequencies for each response category. From the percentages given for the total section, it was found that Dmax equalled 0.371, while Dcrit was found to be 0.209, at the .001 level of significance. Since Dmax was greater than Dcrit, the fifth hypothesis was rejected. A significant difference does appear to exist between teachers' perceptions of actual and preferred decision-making roles for decisions concerning school organization. In Figure 5, the general difference between the two sets of teachers' perceptions, as observed throughout the section, is illustrated in graphic form.

According to most of the teachers (about 70 percent), decision-making in this area was attributed to the principal, although many also felt that teachers were being consulted in the actual situation. Only about 17 percent



Table 6. Teachers' Perceptions of Actual and Preferred Decision-Making Roles Items Concerning School Organization

Number 38. E 39. S	III E	making	г					
		lole	-	2	m	7	Ŋ	
			E	T w. P	T&P	P w T	T P	
	Elementary teacher's	A d	27.2 25.9	22.4	11.6	15.6	23.1	147
	Spending mini-budget funds	А	0.0	2.9	27.5	33.9	35.7	171
t h	Junior and senior high school time- tables	A d	0.0	3.8	12.2	34.4	49.6	131
41. C	Conduct of research projects in the school	A P	26.4	27.1	18.8	13.9	13.9	144
42. A	Agenda for staff meetings	A	H H	4.1	10.5	19.2	65.1	172
43.	Individual teaching load	A P	0.0	1.5	4.6	27.0	67.2	174
44. S	Staff meeting procedures	P A	1.1	H	7.5	13.2	77.0	174
45. T	Teachers' subject assignment	A G	3.5	2.9	17.1	46.5	30.0	170
46. T	Teachers' daily arrival or departure time from school	A d	24.3	7.7	13.6	14.8	39.6	169

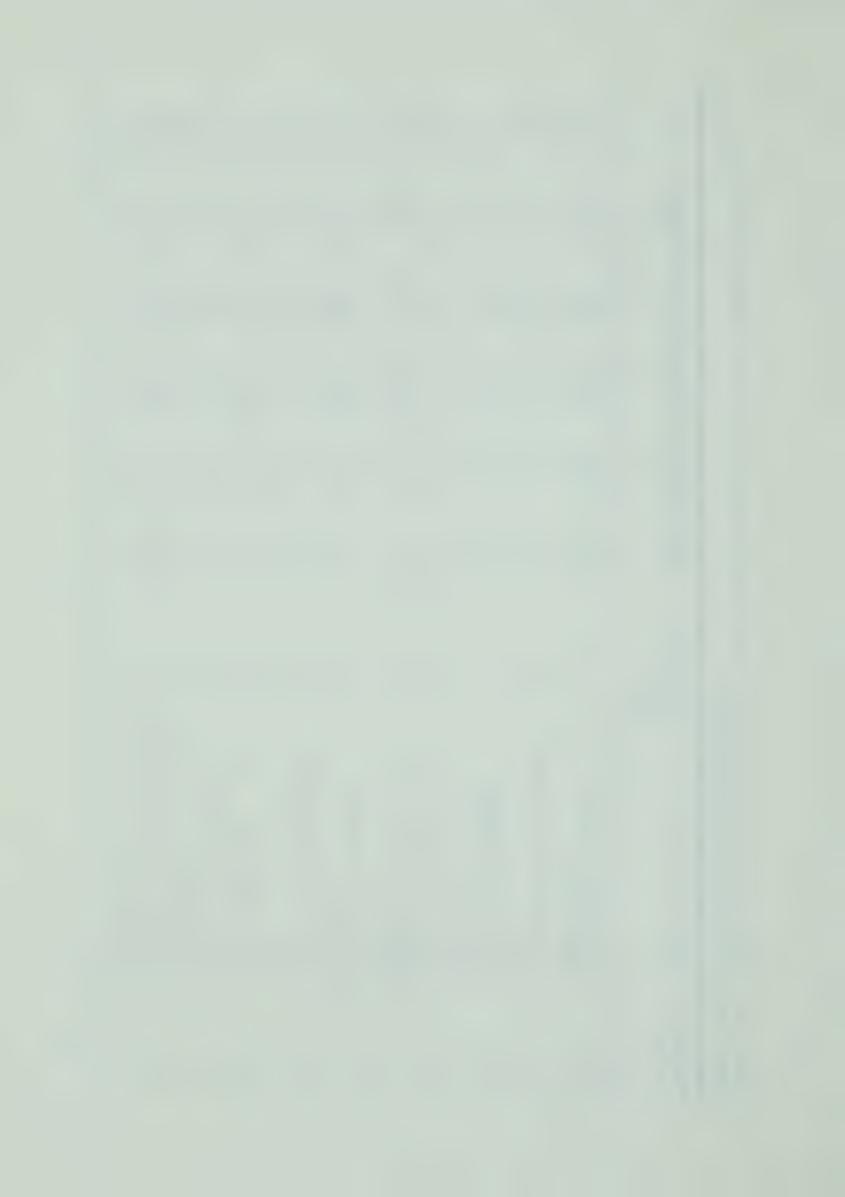


Table 6 (continued)

Variable	Decision Item	Decision-	Percen	tage Fre	quency	of Res	ponses	N
Number		making Role	П	2	c	4	70	
			H	T w P	T&P	Pw. T	Ы	
Γ./		<	0			J 4		L
• / †	pervisi	P P	19.6	14.6	41.1	22.2	7 2 . 2 . 2	158
	curricular activíties							
48.	Frequency of staff	A	1.2	9°0	\mathcal{C}	10.4	84,4	173
	meetings	Д		0	0	. 9	· ∞	~
	Section V Totals	A	10,3	7 . 1	12 . 7	22.2	47.6	
		Ъ	00	0	° ∞	e m	0	

the be obtained by reviewing The exact wording of the original questions may questionnaire to be found in Appendix A. Ø

Actual situation.

Д

c Preferred situation.



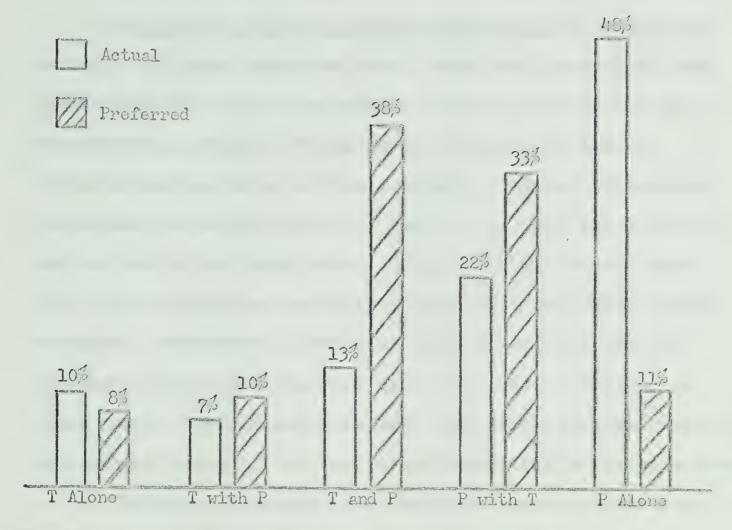


Figure 5. A Comparison of Teachers' Perceptions of Actual and Preferred Decision-Making Roles for Items concerning School Organization*

felt that teachers had the final deciding power. Teachers' preferences, however, were such that the principal should not have unilateral decision-making power (about 90 percent). Almost two-fifths indicated that questions in this category should be decided by a collegial teacher-principal body. In addition, though, over one-third felt that the principal should decide such items, but after consulting with the teachers. Fewer than one-fifth of the respondents desired that teachers control this area of decisions.

^{*}Percentages are rounded off to the nearest whole number.



Discussion of the Findings Regarding the Variables.

Variable 38 asked teachers about decisions concerning the elementary teacher's timetable. About 50 percent of the respondents perceived themselves as having the major decision-making role in this instance. Almost 40 percent perceived the actual practice to be such that the principal had the major deciding role. Only about 11 percent felt that the teachers and principal made such decisions jointly. Teachers' preferences indicated that about half of them desired to have the teachers make the final decisions in these cases. Only one-fifth felt that the principal should decide, but about 30 percent preferred joint decision-making.

Variable 39 dealt with teachers' perceptions about decisions concerning the spending of funds from the school mini-budget. Teachers' perceptions of actual practice saw virtually no teachers controlling these decisions. About 70 percent envisaged the principal as having the major decision-making powers in this regard, while 27 percent perceived a collegial decision-making structure. Teachers' preferred responses, however, indicated that over half (56 percent) desired a joint decision for these questions, and more than one-third wanted the principal to have the final, deciding voice after consultation with the teachers.

Variable 40 considered decisions about timetables in the junior and senior high schools. Half of the respondents perceived the principal as making these decisions alone in



actual practice, while another one-third felt that he made timetabling decisions after consulting with his teachers. Twelve percent saw these matters being decided collegially between principal and teachers. However, a collegial decision-making structure was preferred by 34 percent of the teachers, while over half preferred that the principal retain control of these matters, but that he consult with his teachers before deciding. Fewer than 8 percent desired to have either the principal or teachers make these decisions unilaterally.

Variable 41 sought the perceptions of teachers on decisions regarding the conduct of research projects in the school. There was a rather reduced response to this question, but of those who did respond, over half felt that they had control of such decisions in their actual situations.

Approximately 19 percent perceived joint decisions to be in effect in their schools, while about 28 percent saw the principal as making the final decision. Forty-seven percent of the teachers preferred to assume the major decision-making role and another 35 percent preferred to have a joint deciding structure. Less than 20 percent desired to leave the final decision to the principal.

Variable 42 investigated teachers' opinions regarding decisions concerning the agenda for staff meetings. Most respondents (about 85 percent) perceived the actual situation to be one where the principal made the final decision. Only



about 10 percent saw the agenda decisions being made collegially. In their preferences, however, less than 10 percent of the teachers felt that they should have a major deciding role, while about 37 percent desired a collegial decision-making arrangement. Over half (54 percent) indicated that the principal should have the final decision responsibility, with or without the counsel of the teaching staff.

Variable 43 made enquiries of teachers about decisions related to the determination of the teaching load for the instructional personnel. A majority 94 percent of the respondents perceived that in actual practice, the principal exercised the responsibility of making such decisions.

Among these, 27 percent saw the principal consulting with teachers before his final decision. Most of the small remainder (about 5 percent) felt that teaching load decisions were being made jointly between teachers and principal.

However, some 45 percent indicated their preference to be one in favour of collegial decision-making. Forty-four percent desired to have the principal make the final decision after consulting with the teachers, while only about 6 percent felt that he should make these decisions alone (as compared to 67 percent perceiving this practice in actuality).

Variable 44 concerned itself with decision-making in the determination of the procedures for staff meetings. In their perceptions of the actual situation, 90 percent of the



respondents saw the principal as controlling such matters.

Only about 7 perceived joint decisional methods to be in effect. About three-fifths of the teachers preferred, however, to leave this decision-making role to the principal, while over one-third desired a collegial principal-teacher structure.

Variable 45 questioned teachers' perceptions regarding decisions concerning teachers' subject assignments. Over three-quarters of the teachers perceived the actual situation to be that the principal usually had this decisional role, although about 46 percent felt that he consulted with the teachers involved. Less than one-fifth saw the actual practice as a joint teacher-principal effort. In their preferences, however, only about 46 percent of the teachers desired to have the principal make the ultimate decision and, among these, only 3 percent felt that the principal should decide alone. About 43 percent indicated preferences to the effect that collegial decisional means should be used.

Variable 46 dealt with decisions regarding the time that a teacher may leave or arrive at the school. In actual practice, 32 percent of the teachers perceived that they had the major decision-making role, while about 13 percent felt that such a matter was being decided jointly between the principal and the teachers. Over half saw the principal as having the final voice in deciding this issue. Almost 30 percent preferred to leave this matter in the hands



of the teachers for decision. About 27 percent wanted a joint decisional arrangement, while about 44 percent preferred that the principal make the final decisions. However, about 68 percent of the respondents indicated their preference to have teachers and the principal deciding the matters together.

Variable 47 queried decision-making regarding the amount of time a teacher should spend supervising extracurricular activities. Over two-fifths of the respondents saw the actual situation to be one where the teachers had the major decision-making role in this regard. Among these, 33 percent felt that the teachers decided this matter alone. About one-seventh envisaged that such questions were being decided jointly between teachers and principal and over two-fifths saw the principal as having the last word. Over 26 percent saw the principal as deciding this issue alone. Teachers indicated a relatively strong preference for collegial decision-making in this matter (41 percent). However, about one-third preferred to leave the final decision to the teachers and about one-quarter desired that the principal make the final decision.

Variable 48 sought teachers' perceptions about decisions concerning the frequency of staff meetings. Almost all (about 95 percent) of the respondents perceived the actual situation to be one where the principal had the major decision-making role. Eighty-four percent saw the principal



as making a unilateral decision. Only about 4 percent felt that such decisions were made collegially between principal and teachers. Teachers' preferences indicated a desire for increased participation in deciding this matter, however. They still felt that the principal should ultimately decide this matter (about 65 percent), but only 28 percent preferred to have the principal decide the question alone. Just over one-third of the teachers preferred that these decisions be made in a collegial fashion.

II. ACTUAL DECISION-MAKING ROLES AND PERSONALPROFESSIONAL VARIABLES

Hypothesis 6. The sixth hypothesis stated that there was no significant relationship between teachers' perceptions of actual decision-making roles and their age. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of age. Thus, there was no evidence by which to reject the null hypothesis (see Table 12, Appendix B).

Hypothesis 7. The seventh hypothesis stated that there was no significant relationship between teachers' perceptions of actual decision-making roles and their sex. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No



significant differences were found on the basis of sex.

Thus, there was no evidence by which to reject the null hypothesis (see Table 13, Appendix B).

Hypothesis 8. The eighth hypothesis stated that there was no significant relationship between teachers' perceptions of actual decision-making roles and their marital status. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of marital status. Thus, there was no evidence by which to reject the null hypothesis (see Table 14, Appendix B).

Hypothesis 9. The ninth hypothesis stated that there was no significant relationship between teachers' perceptions of actual decision-making roles and their major teaching level. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of the major teaching level. Thus, there was no evidence by which to reject the null hypothesis (see Table 15, Appendix B).

Hypothesis 10. The tenth hypothesis stated that there was no significant relationship between teachers' perception of actual decision-making roles and their amount



of professional training. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of professional training. Thus, there was no evidence by which to reject the null hypothesis (see Table 16, Appendix B).

Hypothesis 11. The eleventh hypothesis stated that there was no significant relationship between teachers' perceptions of actual decision-making roles and their amount of teaching experience. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of teaching experience. Thus, there was no evidence by which to reject the null hypothesis (see Table 17, Appendix B).

Hypothesis 12. The twelfth hypothesis stated that there was no significant relationship between teachers' perceptions of actual decision-making roles and the size of their school. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of school size. Thus, there was no evidence by which to reject the null hypothesis (see Table 18, Appendix B).

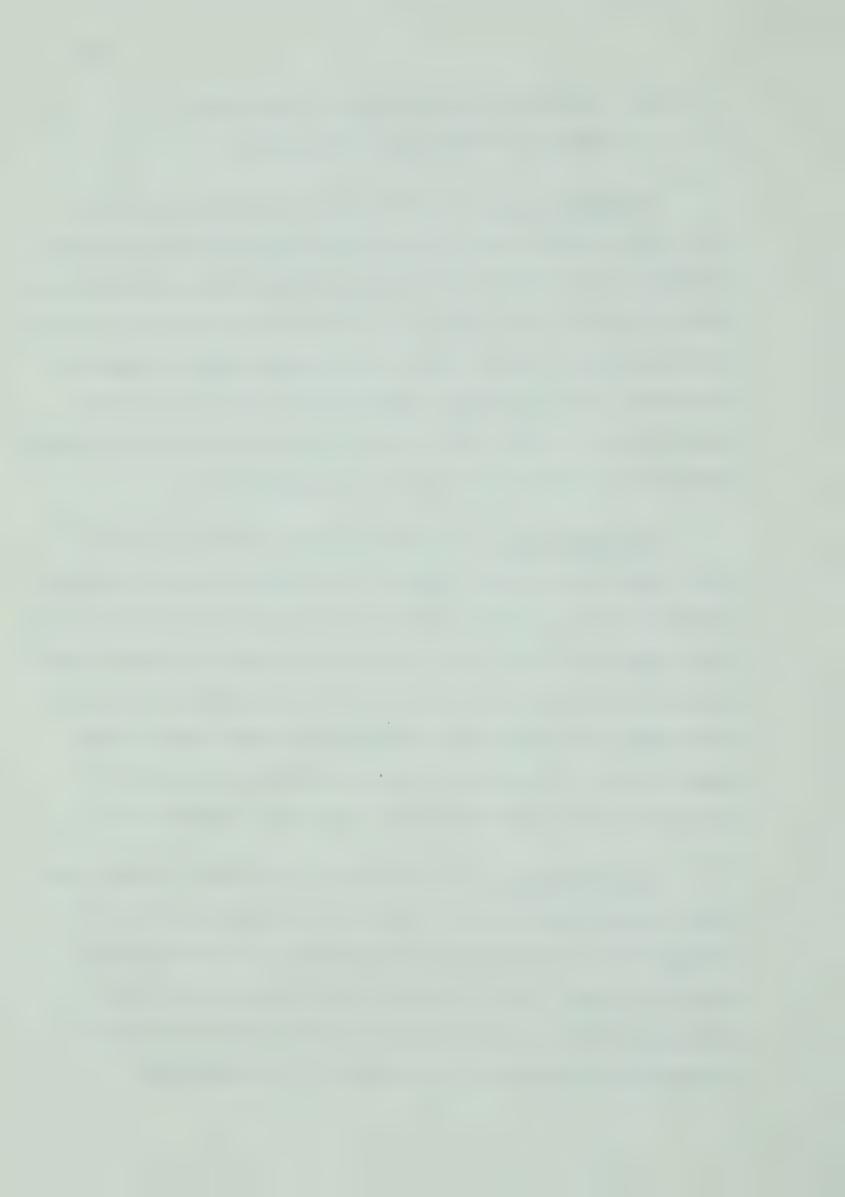


III. PREFERRED DECISION-MAKING ROLES AND PERSONAL-PROFESSIONAL VARIABLES

Hypothesis 13. The thirteenth hypothesis stated that there was no significant relationship between teachers' perceptions of preferred decision-making roles and their age. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of age. Thus, there was no evidence by which to reject the null hypothesis (see Table 19, Appendix C).

Hypothesis 14. The fourteenth hypothesis stated that there was no significant relationship between teachers' perceptions of preferred decision-making roles and their sex. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of sex. Thus, there was no evidence by which to reject the null hypothesis (see Table 20, Appendix C).

Hypothesis 15. The fifteenth hypothesis stated that there was no significant relationship between teachers' perceptions of preferred decision-making roles and their marital status. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant



differences were found on the basis of marital status.

Thus, there was no evidence by which to reject the null hypothesis (see Table 21, Appendix C).

Hypothesis 16. The sixteenth hypothesis stated that there was no significant relationship between teachers' perceptions of preferred decision-making roles and their major teaching level. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of teachers' major teaching level. Thus, there was no evidence by which to reject the null hypothesis (see Table 22, Appendix C).

Hypothesis 17. The seventeenth hypothesis stated that there was no significant relationship between teachers' perceptions of preferred decision-making roles and their amount of professional training. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of professional training. Thus, there was no evidence by which to reject the null hypothesis (see Table 23, Appendix C).

Hypothesis 18. The eighteenth hypothesis stated that there was no significant relationship between teachers' perceptions of preferred decision-making roles and their



amount of teaching experience. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of teaching experience. Thus, there was no evidence by which to reject the null hypothesis (see Table 24, Appendix C).

Hypothesis 19. The nineteenth hypothesis stated that there was no significant relationship between teachers' perceptions of preferred decision-making roles and the size of their school. This hypothesis was tested using the Kolmogorov-Smirnov two-sample test for each of the five decision-making areas of the study. No significant differences were found on the basis of school size. Thus, there was no evidence by which to reject the null hypothesis (see Table 25, Appendix C).

IV. DECISION-MAKING AND SATISFACTION

Sub-problem four asked the question, "What are teachers' perceptions of their general level of satisfaction with the decision-making processes within the school?"

Sub-problem five asked, "What are teachers' perceptions of their general level of satisfaction with all aspects of their teaching situation in general?" These questions were examined and pertinent information relating to them is provided in Table 7. It may be seen from this table that



Table 7. Frequencies and Percentage Frequencies of Two Measures of Satisfaction

Response Category		ction with n-Making		ction with Situation
	f	%	f	%
Enthusiastic	13	7.4	16	9.1
Satisfied	68	38.6	68	38.6
Fairly Well Satisfied	60	34.0	5 4	30.8
Somewhat Dissatisfied	23	13.1	30	17.0
Dissatisfied	4	2.3	6	3.4
Very Dissatisfied	8	4.6	2	1.1

most of the teachers are quite satisfied. Concerning their perceptions of decision-making processes in their schools, 80 percent of the teachers indicated satisfaction, while the remaining 20 percent were generally dissatisfied. A similar percentage (78.5 percent) indicated general satisfaction with all aspects of their teaching situation in general, while the remainder (21.5 percent) responded that they were generally dissatisfied in this regard. A Pearson productmoment correlation of 0.63 added strong support to these findings.

Hypothesis 20. The twentieth hypothesis stated that there was no significant relationship between the difference between teachers' perceptions of their actual and preferred



decision-making roles and their level of satisfaction with their total school situation. In order to test this hypothesis, the data were re-grouped on the basis of the respondents' indicated satisfaction or dissatisfaction.

The absolute difference between percentage frequencies for the actual and preferred decision-making roles was calculated for each of the five decision-making areas of the study.

This was done with both groups of respondents. The section responses for the actual and preferred decision-making roles as perceived by satisfied teachers are provided in Table 8, while those perceived by dissatisfied teachers are listed in Table 9. These tables provided the data used in testing the hypothesis.

The Kolmogorov-Smirnov two-sample test was used to find significant differences between the resultant difference scores. The results of this test are given in Table 10.

Discussion of the Findings. As may be seen from Table 10, the null hypothesis was rejected for each of the five decision-making areas of the study. In addition, it is interesting to note that in virtually every case, the difference between the actual and preferred decision-making roles as shown for dissatisfied teachers was considerably greater than those differences as shown for satisfied teachers.



Table 8. Differences between Actual and Preferred Decision-Making Roles as Perceived by Satisfied Teachers

Section	Decision-	Percer	ntage Fi	requency	of Res	ponses
	making Roles	1	2	3	4	5
_		Т	T w. I	P T&P	Pw. T	P
I	Actual	32.5	22.1	15.1	16.4	13.9
	Preferred	27.4	30.7	28.8	11.8	1.3
	Difference	5.1	8.6	13.7	4.6	12.6
ΙΙ	Actual Preferred	8.5	9.1 12.4	18.6 45.2	30.0	33.8
	Difference	2.6	3.3		0.5	27.8
III	Actual Preferred	36.1 29.7	17.0	21.9	13.3	11.7
	Difference	6.4	7.0	13.8	4.8	9.5
IV	Actual Preferred	20.2	10.8	16.9 34.6	21.2	30.9
	Difference	4.6	3.5	17.7	3.3	20.0
V	Actual	10.0	7.3	13.9	23.4	45.4
	Preferred	8.7	9.1	35.7	35.1	11.5
	Difference	1.3	1.8	21.8	11.7	33.9



Table 9. Differences between Actual and Preferred Decision-Making Roles as Perceived by Dissatisfied Teachers

Section		Percer	ntage F	requency	of Res	sponses
	making Roles	1	2	3	4	5
		Т	T w. 1	P T&P	Pw. 7	г Р
I	Actual Preferred		18.0 32.4	9.3	15.0 11.3	16.8
	Difference	17.5	14.4	22.9	3,/	T0 . T
II	Actual		9.9		18.8	
	Preferred	4.0	13.8	58.7	20.9	2.7
	Difference	14.4	3.9	42.1	2.1	33.2
III	Actual	43.5	9.6	22.9	12.3	11.6
	Preferred	22.4	25.2	43.9	7.5	1.0
	Difference	21.1	15.6	21.0	4.8	10.6
IV	Actual		8.1		13.9	
	Preferred	9.9	15.8	49.3	19.0	6.2
	Difference	14.8	7.7	34.9	5.1	32.8
V	Actual			8.5	18.0	55.5
	Preferred	4.1	11.5	48.2	27.9	8.2
	Difference	7.2	4.8	39.7	9.9	47.3



Table 10. Response Differences between Actual and Preferred Decision-Making Roles for Satisfied and Dissatisfied Teachers

Section	Group Variable		Differe	ences in	n Respon	nses	Z	Dmax		
			2	3	7	7			Rej.	°H 00
		E→	T w P	T&P	P w .	T P				
Н	Satisfied Dissatisfied	17.5	8.6	13.7	4.6	12.6	138	0.30	Yes	0.01
H	Satisfied Dissatisfied	2.6	ധ ന ധ ഗ	26.6	0.5	27.8	138	0 . 35	Y e s	10.
III	Satisfied Dissatisfied	6.4	7.0	13.8	4.8	9.5	138	0.32	Y es	0.
ΙΛ	Satisfied Dissatisfied	4.6	3.5	17.7	3,3	20.0	138	94.0	Y e s	T00°
Δ	Satisfied Dissatisfied	1.3	1.8	21.8	11.7	33.9	138	0.38	K es	.001



For section I, in which decision items concerned the curriculum and teaching methods, Dmax was found to be 0.30. The critical value of D, Dcrit, was calculated to be 0.30, at the .01 level of significance.

For section II, in which decision items concerned pupil supervision, Dmax was found to be 0.35, while Dcrit was calculated to be 0.30, at the .01 level of significance.

For section III, in which decision items concerned pupil evaluation, Dmax was found to be 0.32, while Dcrit was calculated to be 0.30, at the .01 level of significance.

For section IV, in which decision items concerned pupil discipline and control, Dmax was found to be 0.46. Dcrit was calculated to be 0.36, at the .001 level of significance.

For section V, in which decision items concerned the school organization in general, Dmax was found to be 0.38, while Dcrit was calculated to be 0.36, at the .001 level of significance.

Since the null hypothesis was rejected for each section of the study, a significant relationship does appear to exist between teachers' perceptions of their actual and preferred decision-making roles and their level of satisfaction with their total school situation.

A second interesting observation to be made is the fact that for both the satisfied and dissatisfied groups, the greatest differences usually occurred in response



categories three and five. Responses made in category three were indicative of joint, or collegial, decision-making between the principal and teachers. Responses made in category five, indicated unilateral decision-making on the part of the principal, with no advice or counsel from the teachers.

An examination of Tables 8 and 9 indicates that for each difference observed in category three, for both groups, the larger response always occurred among teachers' preferences for decision-making roles. Furthermore, by again examining these tables, it may be seen that for each difference observed in category five, for both groups, the larger response occurred among teachers' perceptions of actual practice. Thus, it would appear that teachers prefer that the principal be relieved of much of his present decision-making responsibility, and that it be replaced with a collegial form of decision-making structure.

V. SUMMARY

In general, concerning all hypotheses tested under the heading "Actual and Preferred Decision-Making Roles", it was found that significant differences do exist between teachers' perceptions of the decision-making roles held by the principal and teachers in actual practice and the decision-making roles that teachers felt should be practised in their schools. A tabulated summary of teachers'



perceptions of decision-making across the five areas of the study are given by Table 11.

As may be observed in the table, the null hypothesis dealing with each of the five decision-making areas was rejected. The differences found for Sections II, IV, and V, concerning pupil supervision, pupil discipline and control, and school organization, respectively, were significant to the .001 level. The decision area pertaining to the school curriculum and teaching methods, Section I, showed a difference between the Actual and Preferred responses which was significant to the .01 level. The discrepancy between the two sets of teachers' responses for Section III, regarding pupil evaluation, was found to be significant to the .05 level. Graphic comparisons between the Actual and Preferred sets of responses are afforded by Figures 1 to 5.

Secondly, contrary to what might be expected from reviewing the literature related to this study, no significant relationships were found to exist between teachers' perceptions of decision-making roles and their personal and professional characteristics. The hypotheses related to these findings were included and discussed under the headings, "Actual Decision-Making Roles and Personal-Professional Variables" and "Preferred Decision-Making Roles and Personal-Professional Variables", respectively.

The fourth heading, "Decision-Making and Satisfaction",



Teachers' Perceptions of Actual and Preferred Decision-Making Roles in Table 11. the School

Section	Decision-	Percent	ıtage Fr	equency	of Res	ponses	Z	Dmax	Но	Level	Derit
	making		2	3	7	2			Rej.	S 1 8	
		E⊣	T w . P	T&P	Pw. T	Ъ					
Н	ctual	34.3	21.2	13.9	1.91	14.5	176	0.175	Yes	.01	0.174
	Preferred	9		ي		÷	_				
H	Actual	10.8	6.6	18.2		34.2	174	0.289	Yes	100.	0.209
	Preferred	5.3		∞	· ∞	•	/				
III	Actual	~	15.4				/	0.146	Yes	.05	0.146
	Preferred	28.1		37.5	8.3	1.9	175				
ΙV	Actual	21.2	10.2	16.3	6	•	174	0.228	Yes	.001	0.209
	Preferred	14.2	4.	∞	23.4	6.6	173				
Δ	Actual	10.3	7.1	12.7	22.2	47.6	174	0.371	Yes	.001	0.209
	Preferred	0.8			e e	0	<u></u>				



introduced only one hypothesis, which tested not the direct perceptions of teachers on the basis of their level of satisfaction, but the difference between the actual and preferred sets of perceptions of decision-making roles. It was found to be significant that some relationship does exist between teachers' perceived level of satisfaction in their teaching situation and the differences between what teachers perceive to be the actual practice and what they feel should be practised. It was also interesting to note that most of the teachers expressed general satisfaction with both decision-making processes in their school and with all aspects of their teaching situation in general.



CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

I. INTRODUCTION

The intention of this chapter is to review and summarize the study that was undertaken by the researcher. The problem of the study is re-stated, the research design is re-enunciated, and a discussion of the treatment of the data is included. The chapter also provides a summary of results of the study and its conclusions and implications. Lastly, some recommendations for further research in this field of study are offered.

II. SUMMARY

The Problem

The problem investigated in this study was threefold.

First, this study compared teachers' perceptions of actual and preferred decision-making roles within the school for the principal and teachers. Secondly, these perceptions were examined to discover whether differences in responses to both actual and preferred decision-making roles could be accounted for on the basis of teachers' personal and professional characteristics. Finally, an investigation was made to determine whether the difference between teachers' perceptions of actual and preferred decision-making roles were



related to their level of satisfaction with their school situation in general.

The Population

The population selected for this study consisted of the teaching personnel of the County of Red Deer schools.

About 85 percent, 176 of the total number of eligible teachers, provided usable returns.

The respondents represented ten of the thirteen schools in the county. The remaining three schools were excluded from the study because of their small size. The characteristics of the population with respect to selected personal and professional variables are categorized and given by percentages in Table 1 in Chapter III.

Instrumentation

The instrument used to obtain data for the study was in the form of a questionnaire constructed by the investigator. It dealt primarily with five areas of decision—making, which were believed to be of major concern in the administration of a school. A total of forty-eight decision questions were included in the questionnaire. The decision—making roles were defined on a five-point continuum, ranging from decisions being made by the teachers alone to those made completely by the principal. These roles constituted the five response categories provided for the questions in the study. The respondents were asked to indicate, first,



how they felt decisions were presently being made, and secondly, how they felt such decisions should be made.

In the second part of the instrument, the teachers were asked to indicate their particular classification in each of seven personal-professional categories. They were also given the opportunity to indicate their general level of satisfaction with their school situation generally.

Data Collection

An adequate number of questionnaires were counted and coded to accommodate the teachers in each of the ten schools involved in the study. The questionnaires were then distributed personally to each school's representative to the Red Deer County Teachers' Professional Development Committee, who, in turn, had the teachers in his school complete the instrument. The completed forms were collected personally by the researcher from the chairman of the Professional Development Committee.

Treatment of the Data

The data used in the completion of this study were punched on IBM data cards, from which frequencies and percentage frequencies were obtained for each of the forty-eight decision items in each response category. This was accomplished through the use of the IBM computer. This same information was also obtained on a sectional basis for each of the five decision-making areas. Separate figures were



calculated for teachers' perceptions of both the actual and preferred decision-making roles.

The percentage frequencies were used in the application of the Kolmogorov-Smirnov two-sample test, which was selected to test the hypotheses of the study. This non-parametric test was chosen on the basis of its relatively high power and its suitability to the ordinal data available in this study. Lastly, in order to facilitate analyses related to the personal-professional characteristics of the respondents, the categories of each variable were collapsed into two or three groups, depending upon the frequency shown under each classification.

Results

Twenty hypotheses, organized in four groups, were tested in this study. The first five null hypotheses, under the heading, "Actual and Preferred Decision-Making Roles", had to be rejected on the basis of the analyses performed. Broadly stated, it was hypothesized that there was no significant difference between teachers' perceptions of actual and preferred decision-making roles in any of the five decision areas studied. The results of these analyses are summarized in Table 11 and Figures 1 to 5 in Chapter IV. The figures provide graphic representations of the data in Table 11. There was evidence that a significant difference existed between teachers' perceptions of actual and preferred



decision-making roles for the teachers and principal of a school in decisions pertaining to: the curriculum and teaching methods; pupil supervision; pupil evaluation; pupil discipline and control; and school organization.

The second set of hypotheses, seven in all, were grouped under the heading, "Actual Decision-Making Roles and Personal-Professional Variables". In general terms, this group of hypotheses stated that there was no significant relationship between teachers' perceptions of actual decision-making roles and their personal and professional characteristics. Insufficient evidence was found on which to reject these null hypotheses.

Another set of seven null hypotheses were grouped under the heading, "Preferred Decision-Making Roles and Personal-Professional Variables". This group of statements together hypothesized that there was no significant relationship between teachers' perceptions of preferred decision-making roles and their personal and professional characteristics.

Again, there was insufficient evidence on which to reject these hypotheses.

The last hypothesis dealt with perceptions of both actual and preferred decision-making roles as they related to satisfied and dissatisfied teachers. It stated that there was no significant relationship between the difference between teachers' perceptions of actual and preferred decision-making roles and their level of satisfaction with their total school



situation in general. Sufficient evidence was found on which to reject the null hypothesis. A significant relation-ship does appear to exist between the difference between teachers' perceptions of actual and preferred decision-making roles and their level of satisfaction with their school situation in general.

III. CONCLUSIONS

Teachers of the County of Red Deer School System have indicated rather convincingly that the decision-making structure in the school is presently not to their complete liking. From their perceptions of the actual situation, they are granted decision-making responsibilities in most of the areas investigated by this study. The most noticeable lack of a high degree of teacher decision-making occurred in section V, which dealt with matters pertaining to the school administration and management. The principal was perceived to have major control over decisions in this area.

From Simpkins' study, there was some evidence that teachers wanted the extent and type of their participation in decision-making to vary considerably with the nature of the task (5). The findings of this study tend to support this observation.

Teachers would like some changes to be made. The greatest, and perhaps most important, is that of the power and authority vested in the office of the principal. There



are strong indications that teachers would prefer that the principal function as a colleague with respect to the overall business of the school. This might further be extended to include the possibility that he should occupy a role much like that of chief administrator, but having no more and no less authority than the rest of the professional staff of the school.

A second interesting conclusion to be made from the findings of this study is one dealing with perception and individual personal-professional characteristics. Teachers' perceptions of both actual and preferred decision-making roles were shown to be quite independent of the personal-professional variables considered in this study. This finding, however, is somewhat contrary to the findings of Hawley (3) in this regard. It further disagrees, to some extent, with the findings of Okonkwo, who measured levels of satisfaction, and found that satisfaction among teachers varied with sex, age, professional experience, and level of teaching (4). Part of his measure of satisfaction involved participation in decision-making.

Dr. T. C. Byrne, in a fairly recent article, hypothesized that:

The average age of Canadian teachers is lowering rapidly. This may account for many of the protests against current practice. Teachers are becoming more highly qualified. The hierarchical subordination of teachers meets less opposition from a teaching force with limited preparation (1:9).



Such a statement and others similar to it would certainly lead one to expect variations in decision-making role expectations on the basis of individual variables. However, perhaps the teachers of Red Deer County are atypical of the average Canadian teacher.

Teachers indicated a relatively high level of satisfaction, both with decision-making processes in the school and with all aspects of their teaching situation in general. This observation tends to support the findings of Fawley, who observed that teachers desired little different from what they already had in terms of decision-making participation (2). However, the fact that the null hypotheses to this effect were rejected tends to refute the possible generalization that the teachers of this study would desire little change with respect to decision-making roles in the school.

Finally, this study investigated decision-making with respect to teachers' level of satisfaction. It does appear that a significant relationship does exist between these two variables. This finding supports others which state that a person's extent of control over decisions affecting his own activity weighs heavily on his level of satisfaction. In this study, then, it would seem that the relationship of satisfaction to role perceptions in decision-making is such that the lower the level of general satisfaction, the more different are teachers! expectations from their perceptions



of the actual situation.

IV. IMPLICATIONS

One implication of this study is that through participative, collegial decision-making processes, it may occur that the principal will have to take responsibility for decisions with which he does not agree. Such occurrences might cause organizational inefficiency to the detriment of the school's clientele.

Another implication would appear to exist for teachers. In their quest for greater professional activity and responsibility, they must prepare themselves to complete necessary tasks satisfactorily. This means that they must be well organized in their own situations, so that the best decisions are reached quickly and efficiently. Further, they must be willing to accept and enforce the decisions of their collegiate body.

Concerning the administrators, decision-making,
particularly on a school-wide basis, does consume a reasonable
amount of time. This factor must be recognized in drawing up
teachers' workloads and assigning their duties.

One further implication of this study, which is of importance to school administrators, is the realization of the significance of teachers' perceptions of the decision-making processes in the school. The administrator's awareness of these perceptions may greatly affect his leadership



style and, as a result, possibly enhance the quality of decisions and increase administrative efficiency within the school in general.

V. RECOMMENDATIONS FOR FURTHER RESEARCH

The instrument used in this study was designed so that it might serve some useful purpose to interested persons working in the field of educational administration. It could be used to determine to some satisfactory degree how the staff of a school feel about matters investigated therein. A second possible use may be valid for the conscientious administrator who is seeking a means of self-evaluation, in that the instrument provides information about how the teaching staff feel about the decision-making processes utilized under the direction of their principal.

Besides these local applications of the instrument of this study, several other research ideas come to light through this study. First, how do personal and professional variables relate to degrees of discordance between perceptions of actual and preferred decision-making roles? In other words, does a significant relationship exist between these two sets of perceptions, on the basis of personal-professional characteristics?

A second area of research may be to examine why teachers feel that the decision-making process should operate in a particular manner. Such a study could well require



personal interviews for the collection of data.

Thirdly, it has been suggested that the teachers of Red Deer County may be atypical of teachers in general. In addition, this study dealt with teachers in a rural environment. A replication of this study with samples of teachers from both rural and urban areas might provide some interesting results.

Lastly, this study has been concerned with teachers' perceptions of decision-making roles. An interesting and potentially useful study might be one examining how students feel about decision-making in the school, at a level that concerns them; for example, the administration of the class-room, school rules and regulations, and so on.



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A P P E N D I X A

THE INSTRUMENT

DECISION-MAKING IN THE SCHOOL

(PERCEPTIONS OF TEACHERS)



DECISION-MAKING IN THE SCHOOL

(Perceptions of Teachers)

For this study, you are asked to indicate the procedures employed in making decisions in your school. The research is designed to analyze the PRESENT methods of decision-making and also the desires of the teaching staff as to how specific decisions SHOULD BE made in the school.

INSTRUCTIONS

Part 1 of the questionnaire is arranged into five sections, each dealing with a major area of concern to the school staff as a whole. These sections are: I - Curriculum and Methods; II - Pupil Supervision; III - Pupil Evaluation; IV - Pupil Discipline and Control; and V - School Organization.

Two considerations must be made for each type of decision. First, how is a specific type of decision PRESENTLY made in your school? Second, how do you feel that same decision SHOULD BE made?

The numbers at the end of each question are the five choices by which to respond. Any decisions within the school can be made by:

- (1) the TEACHER(S) alone, with no counsel from the principal
- (2) the TEACHER(S) primarily, but in consultation with the PRINCIPAL
- (3) the TEACHER(S) and PRINCIPAL jointly
- (4) the PRINCIPAL primarily, but in consultation with the TEACHER(S)
- (5) the PRINCIPAL alone, with no counsel from the teacher(s)

Any decisions which might be made at a level higher than that of the principal's office (such as, the school board, or the Department of Education levels) should be attributed to the principal (i.e., choose answer number (5).

TO RESPOND, CIRCLE THE APPROPRIATE NUMBER for the answer you wish to give. Choose just $\underline{\text{ONE}}$ of the possible answers to any specific question.

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SAMPLE

- X. Who PRESENTLY decides the size and composition of classes in your school? 1 (2) 3 4 5
- Y. Who SHOULD decide the size and composition of classes in your school? 1 2 3 (4) 5

EXPLANATION:

The response to X indicates that the respondent feels that AT PRE-SENT, the teachers in consultation with the principal decide the size and composition of classes in his school.

The response to Y indicates that the respondent feels that after consulting with the teachers, the principal SHOULD decide the size and composition of classes in his school.

Please respond to every question, except where it does not apply to you. If a question CONCERNING YOUR PRESENT SITUATION is not applicable, DO NOT circle any of the numbers for it.

DEFINITIONS

For the purposes of this study, teachers and principals are defined as follows:

- TEACHERS The school personnel assigned to teach subjects in a classroom setting. This category EXCLUDES all teaching personnel who are full-time guidance counsellors, full-time librarians, or part-time administrators (who spend less than fifty per cent of their time in the classroom).
- PRINCIPAL The office of the school principal and any extensions of the principal's office, such as the vice-principal, specialist consultants, and other supervisory staff who are primarily concerned with the administration of the school on a full or part-time basis (more than fifty per cent of their time is spent in administration).

PLEASE RETURN THE ENTIRE QUESTIONNAIRE.

NOTE: For Section V (School Organization) and all questions following, the questions have been numbered from 1 to 31 to facilitate the computer analysis to be done.

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KE	Y - (1) TEACHER(S) Alone	EACHER(S) TEACHER(S) in TEACHER(S)		(4) PRINCIPAL in consultation with TEACHER(S)			(5) PRINCIPAL Alone	
I ·	- Curriculum	and Methods						
1.	Who PRESENTLY decides to introduce new teaching methods to the school?			1	2	3	4	5
2.		SHOULD decide to introduce new ching methods to the school?			2	3	4	5
3.	Who PRESENTLY decides how extensively a specific course should be covered in the light of pupil ability differences?			1	2	3	4	5
4.	Who SHOULD decide how extensively a specific course should be covered in the light of pupil ability differences?			1	2	3	4	5
5.	Who PRESENTLY determines how rigidly the teacher should adhere to the curriculum outlines from the Department of Education?			1	2	3	4	5
6.	teacher sho	OULD determine how rigidly the r should adhere to the curriculum es from the Department of Education?			2	3	4	5
7.		Who PRESENTLY decides the philosophy of the school with respect to general methodology?			2	3	4	5
8.	Who SHOULD decide the philosophy of the school with respect to general methodology?			1	2	3	4	5
9.	Who PRESENTLY selects the teaching material and audio-visual materials for the schools?				2	3	4	5
10.		select the teachi sual materials fo	9	1	2	3	4	5
11.	money to te	LY determines the achers or department ds and equipment	ents for instr-		2	3	4	5
12.	to teachers	determine the all or departments f uipment (mini bud	or instructiona	-	2	3	4	5
13.	Who PRESENTLY decides how closely a teacher must adhere to the materials of the authorized text(s)?				2	3	4	5
14.		<pre>decide how closel to the materials text(s)?</pre>		1	2	3	4	5

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7	- (1) TEACHER(S) Alone	(2) TEACHER(S) in consultation with PRINCIPAL		PRINC consu with	IPAL ltati	on .	(4 PRINC Alone	•
15.		LY decides on the ss organization	* *	al 1	2	3	4	5
16.		decide on the ty ization for inst		l 1	2	3	4	5
17.		LY decides the t		1	2	3	4	5
18.	Who SHOULD	decide the types to students?		1	2	3	4	5
19.		LY decides the dentred or subject	-	is 1	2	3	4	5
20.		decide the degreed or subject-ce			2	3	4	5
21.		LY determines to of classes?	the size and	1	2	3	4	5
22.	Who SHOULD osition of	determine the si classes?	ze and comp-	1	2	3	4	5
	external re	LY decides the essources (e.g. fiers, etc.) by tea	eld trips, out-	1	2	3	4	5
24.	external re	decide the exteresources (e.g. fieakers, etc.) by	eld trips,	1	2	3	4	5
II	- Pupil Supe	ervision						
25.		CLY decides the seextra-curricular		1	2	3	4	5
26.		decide the scope cra-curricular ac		1	2	3	4	5
27.		TLY decides when necessary outside		1	2	3	4	5
28.		decide when and necessary outside		1	2	3	4	5

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KEY - TEAC	CHER(S)	(2) TEACHER(S) in consultation with PRINCIPAL	and	(4 PRINC consu with	IPAL ltati	on	(5 FRINC Alone	IPAL
su		LY decides the dec		1	2	3	4	5
	sing teacl	decide the dutie her for a class	•	1	2	3	4	5
to	be observ	LY establishes the ved by pupils du activities?	ring extra-	1	2	3	4	5
be		establish the ba by pupils durin ivities?		1	2	3 .	4	5
		LY decides which uire supervision		1	2	3	4	5
		decide which pup supervision?	il activit-	1	2	3	4	5
su		LY decides on the required for spendool?		ıs 1	2	3	4	5
re		decide on the ty r specific situa		on 1	2	3	4	5
III -	Fupil Eva	luation						
c1		LY determines the which have a diation?	A	1	2	3	4	5
te		determine the front have a direct b	•	1	2	3	Zţ.	5
	o PRESENTI	LY determines the	e methods of	1	2	3	4	5
	o SHOULD o	determine the meation?	thods of	1	2	3	4	5
		LY decides how thof a pupil are de		1	2	3	4	5
		decide how the acof a pupil are de	*	1	2	3	4	5

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1	- (1) TEACHER(S) Alone	(2) TEACHER(S) in consultation with FRINCIPAL	(3) TEACHER(S) and PRINCIPAL jointly	PRINC consumer with	ltati	on		(5) NCIHAL ne
43.	test pape:	NTLY decides whet rs are kept by th ds and interviews	ne teacher		2	e simpi imagint mer sin su	DE LONG LONG PROCESSOR	5
44.	papers are	D decide whether e kept by the tea nd interviews?		1	2	3	<u>L</u> .	5
45.	to apply to determ	NTLY decides whet the NORMAL CURVE ine test marks (e tal examinations)	philosophy exclude)	1	2	3	Steve Salamo, "File or well are will	5
46.	apply the to determ	D decide whether NORMAL CURVE phi ine test marks (e tal examinations)	llosophy exclude	1	2	3	4	5
47.	system to	NTLY determines to be used (e.g. lees, stanines, etc	etters,	1	2	3	4	5
48.		d (e.g. letters, etc.)?		1	2	3	4-	5
49.		NTLY determines to promotions?	the standards	1	2	3	LF	5
50.	Who SHOULI pupil pro	D determine the smotions?	standards for	1	2	3	4	5
51.	criteria	TILY decides on to de.g. attitudes, att, etc.) to be a	effort,	1	2	3	1;	5
52.	criteria	D decide on the e (e.g. attitudes, nt, etc.) to be a	effort,		2	3	4	5
IV	- Pupil Dis	cipline and Contr	COL					
53.		NTLY decides whet d a pupil from cl		1	2	3	L _I -	5
54.		D decide whether pupil from class		1	2	3	4	5

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staff meetings?

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Alone consultation and con	(4) NCIPAL sultat: h TEAC	in ion	PRI) Alo	9. (5) NCIPAL ne
ll. Who PRESENTLY determines the teaching load?	2	3	4	5
12. Who SHOULD determine the teaching load? 1	2		4	5
13. Who PRESENTLY determines the procedures for staff meetings?	2	3	4	5
14. Who SHOULD determine the procedures for staff meetings?	2	3	4	5
15. Who FRESENTLY decides the assignment of the subject(s) a teacher will teach? 1	2	3	4	5
16. Who SHOULD decide the assignment of the subject(s) a teacher will teach?	2	3	4	5
17. Who PRESENTLY decides when a teacher may arrive at or leave the school?	2	3	4	5
18. Who SHOULD decide when a teacher may arrive at or leave the school?	2	3	4	5
19. Who PRESENTLY determines the amount of time a teacher should spend supervising extra-curricular activities?	2	3	4	5
20. Who SHOULD determine the amount of time a teacher should spend supervising extra-curricular activities?	2	3	4	5
21. Who PRESENTLY decides the frequency of staff meetings?	2	3	4	5
22. Who SHOULD decide the frequency of staff meetings?	2	3	4	5

PART 2 -

INSTRUCTIONS - Please respond by circling the number of the appropriate answer.

Generally speaking, how well satisfied are you with the decision-23. making processes in your present school?

^{1.} Enthusiastic

^{2.} Satisfied

Fairly well satisfiedSomewhat dissatisfied

^{5.} Dissatisfied6. Very dissatis Very dissatisfied

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- 24. Generally speaking, how well satisfied are you with ALL aspects of your teaching situation in your present school?
 - 1. Enthusiastic
 - 2. Satisfied
 - 3. Fairly well satisfied
 - 4. Somewhat dissatisfied
 - 5. Dissatisfied
 - 6. Very dissatisfied

TEACHER BACKGROUNDINFORMATION

INSTRUCTIONS - Please respond by circling the number of the appropriate answer.

- 25. AGE:
 - 1. Under 25 years
 - 2. 25 to 29 years
 - 3. 30 to 34 years
 - 4. 35 to 39 years
 - 5. 40 to 44 years
 - 6. 45 to 49 years
 - 7. 50 years or over
- 26. SEX:
 - 1. Male
 - 2. Female
- 27. MARITAL STATUS:
 - 1. Single
 - 2. Married
 - 3. Other
- 28. MAJOR TEACHING LEVEL:

(this year)

- 1. Elementary
- 2. Junior High
- 3. Senior High

29. PROFESSIONAL TRAINING:

(as per evaluation for salary)

- 1. 1 year
- 2. 2 years
- 3. 3 years
- 4. 4 years
- 5. 5 years
- 6. 6 years
- 7. 7 years
- 30. TOTAL YEARS OF TEACHING

EXPERIENCE: (including

this year)

- 1. Up to 3 years
- 2. 4 to 6 years
- 3. 7 to 10 years
- 4. 11 to 15 years
- 5. 16 to 20 years
- 6. 21 or more years
- 31. SIZE OF SCHOOL:

(number of pupils)

- 1. Less than 100
- 2. 100 to 299
- 3. 300 to 499
- 4. 500 to 699
- 5. 700 to 899
- 6. 900 or more

THANK YOU VERY MUCH FOR YOUR TIME AND CO-OPERATION.

SCHOOL CODE NUMBER



APPENDIX B

TABULATED DATA CONCERNING TEACHERS' PERCEPTIONS OF

ACTUAL DECISION-MAKING ROLES ON THE BASES OF

PERSONAL-PROFESSIONAL CHARACTERISTICS



1 T W. P T&P W. T P 8.8 19.2 13.9 15.4 12.7 6 2.7 22.0 14.0 16.7 14.6 5 9.3 6.7 24.7 26.7 32.7 5 1.6 13.4 16.9 13.2 15.0 6 7.0 19.9 24.5 11.5 7.1 5 1.9 10.4 13.3 20.7 49.9 6 0.5 8.9 12.1 27.2 38.9 6 8.8 19.2 13.9 15.4 12.7 6 8.8 19.2 13.9 15.4 16.1 5 1.1 2 10.4 13.3 20.7 49.9 6 2.9 8.9 12.1 27.2 38.9 6 8.8 19.2 13.9 15.4 12.7 6 8.8 19.2 13.9 15.4 12.7 6 8.8 19.2 13.9 15.4 12.7 6 8.8 19.2 13.9 15.4 12.7 6 8.9 12.1 27.2 38.9 6 2.9 8.9 12.1 27.2 38.9 6 2.9 13.7 26.7 14.9 12.0 5 1.0 4 13.3 20.7 33.6 6 9.9 10.4 13.3 20.7 33.6 6 9.9 10.4 13.3 20.7 33.6 6 9.9 10.8 14.4 18.9 36.1 5	Percentage Fre	equency	of Respo	onses	Z	Dmax	Dorit	Но
I A 38.8 19.2 13.9 15.4 12.7 6 I B 32.7 22.0 14.0 16.7 14.6 5 I B 4 12.9 8.9 12.1 27.2 28.9 6 I B 37.0 19.9 24.5 11.5 7.1 5 I B A 21.9 10.4 13.3 20.7 33.6 6 I C 28.7 23.3 14.3 23.0 43.9 6 I C 28.7 23.3 15.3 16.7 16.1 5 I A 41.6 13.4 16.9 13.2 20.7 49.9 6 I C 32.8 12.5 21.4 29.2 28.1 5 I C C 8.8 12.5 21.4 29.2 28.1 5 I C C 19.9 10.4 13.3 20.7 33.6 6 I C 32.8 12.5 21.4 29.2 28.1 5 I A 41.6 13.4 16.9 13.2 15.0 6 I C 32.8 13.7 26.7 14.9 12.0 5 I C 32.8 13.7 26.7 14.9 12.0 5 I C 32.8 13.7 26.7 14.9 12.0 5 I C 19.9 10.4 13.3 20.7 33.6 6	Н	m	4	5				Rej.
I A 38.8 19.2 13.9 15.4 12.7 5 I B 32.7 22.0 14.0 16.7 14.6 5 I A 12.9 8.9 12.1 27.2 28.9 6 I A 41.6 13.4 16.9 13.2 15.0 6 V A 21.9 10.4 13.3 20.7 33.6 6 I A 38.8 19.2 13.9 15.4 16.1 5 I A 38.8 19.2 13.9 15.4 16.1 5 I A 41.6 13.4 16.9 13.3 20.7 49.9 6 I A 38.8 19.2 13.9 15.4 16.1 5 I A 38.8 19.2 13.9 15.4 16.1 5 I A 12.9 8.9 12.1 27.2 38.9 6 I A 41.6 13.4 16.9 13.2 15.0 6 V A 21.9 10.4 13.3 20.7 33.6 6 V A 21.9 10.4 13.3 20.7 33.6 6 V A 10.6 6.6 12.3 20.7 49.9 6	T w.		× ×	P				
I A 41.6 13.4 16.9 12.1 27.2 28.9 6 I A 41.6 13.4 16.9 13.2 15.0 6 N A 21.9 10.4 13.3 20.7 33.6 6 N A 21.9 10.6 6.6 12.3 20.7 49.9 6 I A 38.8 19.2 13.9 15.4 12.7 6 I A 12.9 8.9 12.1 27.2 38.9 6 I A 41.6 13.4 16.9 13.2 15.0 6 N A 21.9 10.4 13.3 20.7 33.6 6 N A 21.9 10.4 13.3 20.7 33.6 6 N A 21.9 10.4 13.3 20.7 33.6 6 N A 10.6 6.6 12.3 20.7 49.9 6	8.8 19. 2.7 22.	3.	5.4	2 . 4	69	90.0	0.25	o N
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IV A 21.9 10.4 13.3 20.7 33.6 6 6 6 6 6 6 12.3 20.7 49.9 6 70.6 8.3 14.3 23.0 43.9 5 5 10.5 8.3 14.3 23.0 43.9 5 5 10.5 8.3 14.3 23.0 43.9 5 5 10.5 8.8 19.2 13.9 15.4 12.7 6 8 8.8 12.5 21.4 29.2 28.1 5 10.4 16.9 13.2 15.0 6 12.0 5 10.4 13.3 20.7 33.6 6 10.4 13.3 20.7 49.9 6 10.6 6.6 12.3 20.7 49.9 6	1.6 13.	. 4	3.2	7.	69	.10	. 25	o N
V A A 10.6 6.6 12.3 20.7 49.9 6 I B 10.5 8.3 14.3 23.0 43.9 5 I C 28.7 23.3 15.4 12.7 6 I C 28.7 23.3 15.3 16.7 16.1 5 II A 41.6 13.4 16.9 13.2 15.0 6 I C 32.8 13.7 26.7 14.9 12.0 5 I V A 21.9 10.4 13.3 20.7 33.6 6 I V A 10.6 6.6 12.3 20.7 49.9 6	1.9 10.	23	0.7	7.3	69	.08	. 25	No
I A 38.8 19.2 13.9 15.4 12.7 6 II A 12.9 8.9 12.1 27.2 38.9 6 II A 41.6 13.4 16.9 13.2 15.0 6 IV A 21.9 10.4 13.3 20.7 33.6 6 V A 10.6 6.6 12.3 20.7 49.9 6	0.6	7	3.0	9 %	69	90°	. 25	o N
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II A 41.6 13.4 16.9 13.2 15.0 6 32.8 13.7 26.7 14.9 12.0 5 12.0 5 10.4 13.3 20.7 33.6 6 19.9 10.6 6.6 12.3 20.7 49.9 6	2.9 8.8 8.8 12.	7 7	7.2	00 00	69		. 25	No
V A 21.9 10.4 13.3 20.7 33.6 6 C 19.9 10.8 14.4 18.9 36.1 5 V A 10.6 6.6 12.3 20.7 49.9 6	1.6 13. 2.8 13.		3.2	2 .	69		. 25	No
A 10.6 6.6 12.3 20.7 49.9 6	1.9 10.	3.	8.9	9	69	.02	. 25	No
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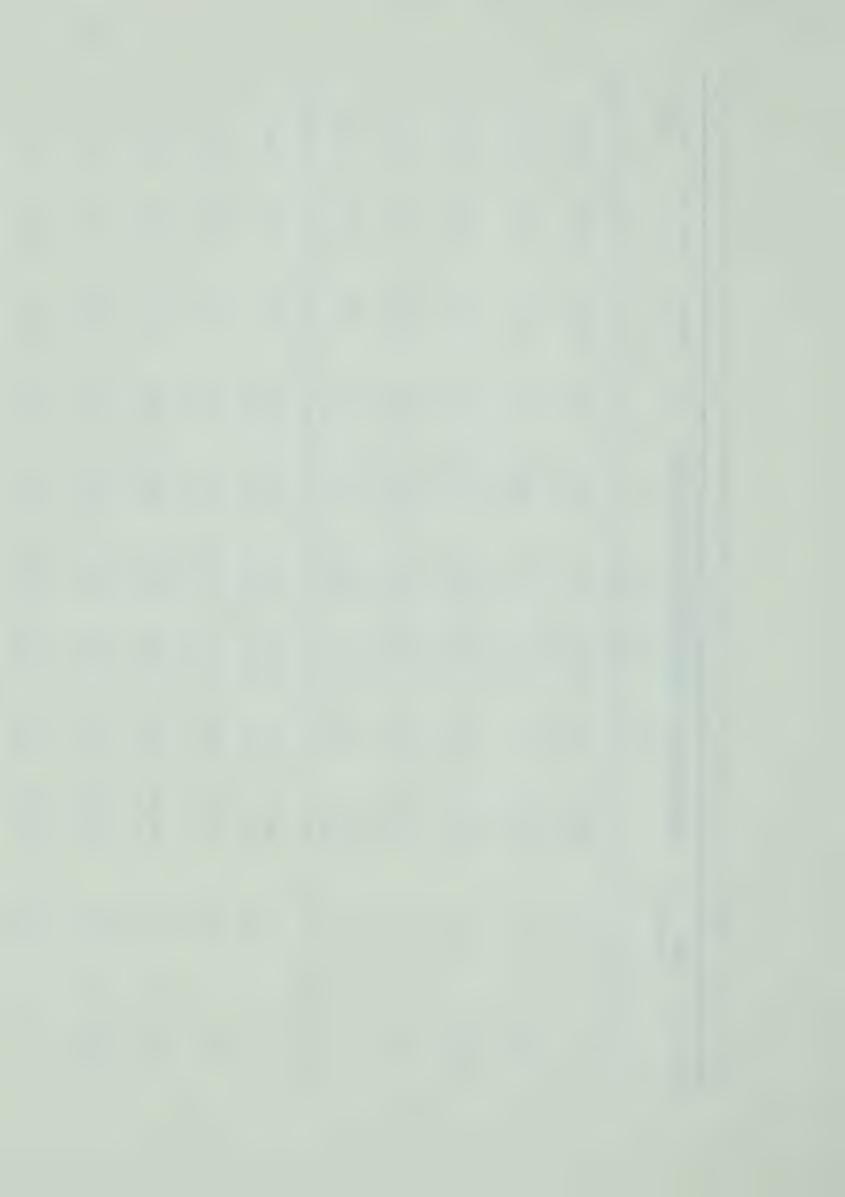


Table 12 (continued)

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section	Age Group	rercen 1	rage F	requency 3	or Kes	sponses 5	Z	U E E E	DCF1 c	Rej.
			T w. P	T&P	Pw. T	Ωų				
Н	O B	32.7	22.0	14.0	16.7	14.6	53	0.04	0.26	No
H	Cm	φ φ φ φ	6.7	24.7	26.7	32.7	53	.04	.26	No
III	C B	37.0	19.9	24.5	11.5	7.1	53	TT.	. 26	No
IV	g U	21.1	9.3	22.7	19.4	27.6		80.	. 26	No
Λ	C B	10.5	8 9 . 9	14.3	23.0	43.9	53	0.04	0.26	No

classifications has been reduced to facilitate analysis. those teachers of ages up to and including 29 years. those teachers between 30 and 44 years of age. those teachers 45 years of age and over. The number of age Group A comprises Group B comprises Group C comprises

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Table 13.	Teachers'	Perceptions		of Actual	- 11	Decision-Making	11	Roles in t	the School	by Sex
Section	Sex	Percen	ntage Fr	requency	of Re	sponses	Z	Dmax	Derit	Но
		-	2	3	4	5				Rej.
		EH.	T w. P	T&P	Pw. T	Д				
H	Male Female	34.9	21.6	15.4	14.3	13.9	68	0.04	0.19	No
ΙΙ	Male	8.7	10.3	13.6	29.8	37.5	68	. 10	.19	No
III	Male Female	39.6	15.2	19.0	14.9	11.2	10.8	0.	. 19	No
ΙV	Male	20.0	11.0	13,3	22.0	33.7	68	90.	61.	N
\triangleright	Male Female	8.0	6.8	14.3	24.9	45.9	68	0.04	0.19	0 Z



by Teachers' Perceptions of Actual Decision-Making Roles in the School Table 14. Tead Marital Status

4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	P	1	ф Ф	ť	N	Dwo	* F	T I
Per	rcentage F	requency 3	or Kes 4	sponses 5	Z	Umax	Dorit	Rej.
H	T W.	P T&P	Pw. T	e4				
32.3	19.2	14.2	19.3	15.0	55	0.05	0.22	O N
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10.0	10.3	17.6	28.3	33.7	121)		
33.3	17.3	20.7	16.4	12.3	ហ្វ	. 07 .	.22	No
ر د	. 4	. 7	-i	-				
22.6	6.6	19.3	21.4	26.9	55	0.08	.22	No
0	9	50	φ	۲)				
10.3	7 . 7 .	12.6	21.1	48.3	55	0.01	0.22	No
		2	2.	7				

[&]quot;Other", was included in the "Single" classification The third classification, to facilitate analysis. d



bу School the ı, n Roles Actual Decision-Making Table 15. Teachers' Perceptions of their Teaching Level

Но	Rej			o N		No		No		No		No	
Derit			,	0.21		.21		.21		.21		0.21.	
Dmax				0.12		90°		. 60		0.08		0.01	
N				92		92	84		84	92		92	84
ponses	2	Ъ		14.5	. 4	0	35.5	-	11.6	28.7	. 9		φ.
of Res	. 7	Pw. T		~ · · · · · · · · · · · · · · · · · · ·	4		26.9	7	13.9	20.6	· Φ	22.9	2.
requency	3	T&P		15.8	2 •	7	9.41	9	17.9		14.2	13.4	2.
age F	2	T w. P		23.1	٠ ص	7°6	0	16.3	4.	11.4	6	7 . 0	7.1
Percent		Ī		28.4	6	7.6	•		42.1	20.6	°	10.1	10.2
ac	evel			a	ر د د د	Elem.	Sec.	Elem.	ů	Elem.	Sec.	Elem.	Sec.
Section				H		II.		III		ΔΙ		Δ	

single a "Junior High" and "Senior High" classifications were collapsed to form the "Secondary" classification to facilitate analysis.



Table 16. Teachers' Perceptions of Actual Decision-Making Roles in the School by their Amount of Professional Training

Section	fess	Percent	а В П	requency	of Res	Responses	Z	Dmax	Dcrit	Но
	raining		2	3	4	7				Rej.
			I w. P	T&P	Pw. T	. Б				
Н	Α.			5	7	S	84	90.0	0.21	No
	Д	36.7	0	13.6	15.4	13.7	92			
II	A			3	9	6	84	60.	.21	No
	E	9.2	10.5	14.3	28.2	37.7	9 2			
III	A	3	7 °	4.	4	÷	84	60.	.21	No
	В	41.6	13.8	19.7	12.5	12.4	92			
ΔI	A		7.6	00	•	-	84	.04	.21	No
	B	21.5	10.6	14.3	20.0	33.7				
Λ	A	12.9	- ,	13.5	20.3	46.8	84	0.05	0.21	No
	EQ.	•	0	2 .	4.	7				

classification of "Professional Training" have been To facilitate analysis, the collapsed into two groups: ៧

of training, and - Up to and including three years - four to six years of training. A B



by 17. Teachers' Perceptions of Actual Decision-Making Roles in the School Amount of Teaching Experience. Table 17. their Amou

Section	٠	Percent	age F	requency	of Res	sponses	N	Dmax	Derit	Но
	പ ന	Н	2	3	4	5				Rej.
	1	Ei	T. w. E	P. T&P	P . W .	T P				
Н	ВВ	38.6	19.2	14.6	14.9	12.7	31	0.03	0.29	N O
II	B A	13.5	9.0	11.2	31.5	34.3	31	.10	. 29	No
III	B A	41.1	17.0	14.1	14.9	12.9	31	0.05	.29	NO
ΛI	B A	21.4	10.8	14.2	21.4	22.2	3170	.02	. 29	NO
Δ.	B	12.3	5.7	12.0	23.3	46.7	31	.04	.29	No
Н	A O	38.6	19.2	14.6	14.9	12.7	31	800.	.29	N
H	Q A	13.5	9.6	11.2	31.5	34.3	31	.10	. 29	N O
 	A C	41.1	17.0	14.1	14.9	12.9	31	. 20.0	0.29	NO
		And the second of the second o								



Table 17 (continued)

Section	Teaching	Percenta	tage Fr	equency	of Res	ponses	Z	Dmax	Derit	Но
	Experi- ence	Н	2	က	4	2				Rej.
		E-1	T w. P	T &P	P w T	Д				
IV.	CA	21.4	10.8	14.2	21.4	32.2	31	0.03	0.29	No
>	G.	12.3	5.7	12.0	23.3	46.7	31	. 02	.29	No
Н	C pg	35.9	20.3	14.4	14.9	14.6	70	.05	.23	NO
I	щU	10.3	6.8	16.3	23.3	43.4	70 75	81.	. 23	o O
 	g U	40.1	13.2	21.7	10.7	14.3	70 75	90.	. 23	ON
ΣΛ	g U	21.1	10.3	15.9	19.0	33.8 31.9	70	.02	. 23	No
Ν	C P	99	0 0 0 0	13.7	18.6	51.0	70	90.0	0.23	No

To facilitate analysis, the "Teaching Experience" variable was collapsed into the following groups: ಭ

A - up to three years' experience,
B - four to ten years' experience,
C - eleven or more years' experience.



School by in the Roles Perceptions of Actual Decision-Making Table 18. Teachers' School Size

Section	School Size	Percenta	ge F	requency	of Res	ponses	Z	Dmax	Derit	0
		Н	2	8	4	М				Rej
		: [- 	T w. P.	T&P	Pw. T	P i				
			And the state of t							
ŀ⊶l	X	34.8	19.9	12.4	15.7	17.2	19	0.04	0.22	No
	M	M	2	5	. 9	2.	115			
 	×	14.1	10.4	16.2	22.9	36.4	61	.07	. 22	No
	¥		0	6	6	2.	115			
III	X	35.1		·	4.	. 4	19	90.	. 22	No
	Y	38.8	15.7	22.6	12.7	10.2	115			
ΔI	×	19.2	9.6	\sim	00		19	.10	.22	No
	Y	2 °	•	•	0	28.8	115			
Δ	×	11.3	7 - 7	12.9	16.6	51.5	61	90.0	0.22	No
	¥	•		°	5	5.	115			

School size was measured by the number of pupils enrolled. Two classifications were formed on the basis of the responses, to facilitate analysis: ct

X - from 100 to 499 pupils, Y - from 500 to 899 pupils.



APPENDIX C

TABULATED DATA CONCERNING TEACHERS' PERCEPTIONS OF

PREFERRED DECISION-MAKING ROLES ON THE BASES OF

PERSONAL-PROFESSIONAL CHARACTERISTICS



by Ho Rej ON No No No ON ON No No School 25 25 Dcri 25 25 25 25 25 5 . 2 a 0 th (0 in Dmax 11. .13 .16 . I3 1 ∞ \mathcal{C} 9 0. 0. 0. 0 Roles 0 0 Preferred Decision-Making 69 69 53 69 53 Z 69 53 60 53 6954 9 69 54 9 5 S 4.5 .3 다 근 5.0 . 5 0.0 50 5.0 onse 5 Д 11 0 H വ 0 7 0 0 3 20 ∞ \circ Respo H 4.0 .0 4.5 4 0.0 $\infty \infty$ 4 4 8 4 4 3 O.f. 11 23 30 4 0 0 ∞ \checkmark 0 4 ы quency 1.0.1 & P 1.6 2.6 ---00 01 ∞ 1~ 90 (O) (C) 10.6 2. 27. 7 6 3 \vdash --c4 22 50 50 3 Fre o f Д 99 00 0 50 (2) 2 0 H ∞ ∞ 7 4 27. 12. Perceptions ercentage 2 3 10 22 20 20 27 12 22 15 \vdash .0. 7 9 7 $m \infty$ ∞ ω 9 H 34 34 34 15 8 4 0 1 7 7 **ത** ന 50 Pu Teachers a Group BA B O A BB BB BB BB B B 0) 00 V 6 Н ection Table T V \triangleright |-| |-| TII III \vdash ¥



Table 19 (continued)

	- La			77 77 77	TO	Spous	4	4 4 4	חרזות	0 11
		∺	2	က	4	7				Rej.
		E	T w. P	T&P	P w. T	T P				
Λ	A	15.6	15.5	37.1	23.1	8.7	69	0.05	0.25	No
	ပ	3	4.	5 .	4.	•	5 4			
Λ	A	•		⊢	0			.12	. 25	No
	v	5.7	m •∞	35.3	36.8	14.0	54			
1-1	В	9	33.9	ž.	11.7	1.0	5.3	70°	.26	No
	O	+	2.	. 6	4.	•				
I	В	4.3	10.9	51.0	28.3	5.6	53	• 11·	, 26	No
	O		4.	9	4.					
. H	B	25.8	31.0	38.3	4.4	0.5	53	. 14	. 26	No
	ပ	2 °	0	2.	•	•				
Λ	B	14.2	14,3	40.7		6,3	53	90°	.26	No
	D	3	4.	5	24.8	12.4	54			
Λ	B	7.6	10.4	37.1	34.0	11.0	53	90.0	0.26	No
	O	0	10	5	9	4.				

classifications has been reduced to facilitate analysis. those teachers of ages up to and including 29 years. those teachers between 30 and 44 years of age. those teachers 45 years of age and over. Group A comprises Group B comprises Group C comprises The number of age

a



Ho Rej.. Preferred Decision-Making Roles in the School by N o No No No No Dorit 0.19 .19 .19 .19 .19 0 .05 .05 .04 .03 Dmax 0 0.0 0 68 108 68 68 68 ∞ ∞ Z 9 Responses 8.8 9.7 1.4 4.16.8 1.5 LO Д \vdash 10.7 27.0 35.2 8.2 e. 6. 4 3 o f 25 Д Frequency 27.8 49.1 36.6 37.8 T&P . 9 \sim 35 o f Щ 15.8 30.1 14.2 22.5 9.4 Teachers' Perceptions ercentage 3 2 H 30.1 31.1 5.6 . 4 ∞ \sim H 14 Female Female Female Female Female Male Male Male Male Male Sex 20. Section Table IΛ H III Sex



School by Teachers' Perceptions of Preferred Decision-Making Roles in the Marital Status Table 21.

Section	arit	Percei	ntage F	requency	of Resp	onses	N	Dmax	Derit	Но
	ns	Н	2	3	7	5				Rej.
		L	T w •	P T&P	Pw. T	Ъ				
H	Single Married	25.6	29.2	31.3	13.0	0.9	55	0.04	0.22	N 0
II	Single Married	7.5	10.8	49.0	29.1	3.6	55	.02	. 22	No
I	Single Married	25.7	26.5	36.2	9.5	2.2	55	.03	.22	No
ΛΙ	Single Married	15.0	16.5	38.0	21.7	8.8	55	° 0 °	. 22	No
· A	Single Married	0 9 0 0	10.1	34.2	34.2	11.8	55	0.04	0.22	No

"Other", was included in the "Single" classification The third classification, to facilitate analysis. a



22. Teachers' Perceptions of Preferred Decision-Making Roles in the School by Teaching Level their Table

Section	ac	Percen	tage F	requency	of Res	ponses	Z	Dmax	Derit	ОН
	evel	Н	2	c	4	2				Rej.
		H	T w.	P. T&P	Pw. T	Ą				
H	Elem.	4 .	-	9	2 .	2.1	92	0.04	0.21	No
	Sec.	28.7	29.9	29.4	11.2	6.0				
II	\dashv	5.8	4	0.44	29.1	6 . 8	92	° 0 4	.21	No
	Sec.	•	11.2	-		0				
III	Elem.	_		36.4	8.2	2.4	92	.01	.21	No
	Sec.	28.5	e e	00		ψ				
ΙV	Elem.	16.0	14.6	36.3	20.9	12.1	92	.04	.21	No
	Sec.	2,	4.	9	5.					
Λ	Elem.	J. 6	9.6	36.1	31.9	13.4	9.2	0.05	0.21	No
	Sec.	0	0	0	4 .	•	78			

form the single collapsed to a "Junior High" and "Senior High" classification were "Secondary" classification to facilitate analysis,



by Teachers' Perceptions of Preferred Decision-Making Roles in the School Training Professional Amount of 23. Table their

Section	Profession-	Percent	tage F	requency	of Re	sponses	Z	Dmax	Derit	Но
	al Train-	H	2	က	7	7.7				Rej.
	0	T.	T. W.	P T&P	Pw. T	Ч				
H	A	25.6	31.7	28.2	12.4	2.0	84	0.02	0.21	No
	В	。	0	0	•		9 2			
II	A	6.8	13.0	45.0	0	8.9	8 4	.03	.21	No
	. Д	9.4		0	28,1	•	92			
 	A	7 .	4.	7		0	8 4	.02	.21	No
	В	29.1	23.7	27.2	8 . 6	1.4	92			
ΙV·	A	9	°.	7 .		1. 1	8 4	.03	.21	No
	B	13.0	15.4	38.3	24.3	0	92			
Λ	A	9.3	9.6	38.2	30.2	12.7	84	0.03	0.21	No
	В	•	c		. 9		9 2			

classification of "Professional Training" has been To facilitate analysis, the collapsed into two groups: cq

A - up to and including three years of training, B - four to six years of training.



Ho Rej School by 11 29 29 29 29 29 Deri 9 9 0 20 N the 0 0 C ۳H Dmax ∞ 90° 08 .12 0 7 15 ∞ 4 Roles 0. 0. Ť. 0 0 Preferred Decision-Making 3170 31 3170 3170 317 31 31 Z 31 Responses 6.0 ო ∞. 7. . 2 0 5 200 $m \infty$ 0 4 H H 5 Д 1. 00 3 00 00 23 0 H EH . 2 . 4 0.2 \sim ∞ \vdash \mid ∞ 3 3 $m \infty$ B 4 7 25 25 25 31 25 20 44 7 0 М quency 1. T&P 4 6.1 9.9 7. 4 8 7 7 4 38. \mathfrak{C} 9 6 4 9 3 4 9 4 22 3 2 7 7 5 3 4 4 re o f Experience Д TH 9 4 $H \infty$ 4 0 9 4 40 Teachers' Perceptions 17. 29. 0 2 3 0 0 TI ® 26 29 17 ercentag √ ∞ 9 \vdash 20 0. 0. % 4 00 .5 50 00 6 9 4 7 36. \vdash 34. Teaching 34 12 36 00 4 00 0 50 \dashv Teaching Experi-ence^a o f Amount A B B A BA A A A O BB BB 24 ono Table cti their T VTII \triangleright \vdash III H O



Table 24 (continued)

		1 D D D	2000	10	S ponses	Z	Umax	DCFIL	
	- 1	2 T W. I	3 P. T&P	4 A	T P				Rej
	18.9	17.4	29.9	25.7	8,1	31	0.10	0.29	
	12.5	11.0	39.2	31.3	6.0	31	L	.29	
	29.6	29.3	29.8	10.4	0.8	70		.23	ON
	3.7	8.3	54.3	28.1	3.5	70	.05	. 23	N
2 3	1.0	21.8	38.0	5.5	2 T	70	-	. 23	NO
, , , ,	14.6	14.6	40.7	20.8	9.2	70 75	90°	. 2 3	No
	7.3	8.4	43.1	30.9	10.3	70	60°0	0.23	No

To facilitate analysis, the "Teaching Experience" variable was collapsed into the following groups: cq

A - up to three years' experience,
B - four to ten years' experience,
C - eleven or more years' experience.



School by Table 25. Teachers' Perceptions of Preferred Decision-Making Roles in the School Size

			nrage rre	equency	ot Kesp	onses	Z	Umax	DCrit	0 11
		Н	2	က	7	77				Rej.
		E	T w. P.	Т&Р	P w · T	Ē				
	. X X	25.5	32.9	26.1	14.0	H . 7	61	0.05	0.22	ON
T -	XX	3.9	11.6	42.0	32.4	4.8	61	0.05	. 22	No
III	XX	25.1	21.9	44.6	8.9	0.6	61	80.	. 2 2	N o
IV	× ×	12.9	14.0	36.9	27.3	8.9	61	. 04.	. 2 2	No
Λ	XX	8.7	1.1.8	38.8	31.6	10.1	61	0.04	0.22	No

the number of pupils enrolled. Two classifications the responses to facilitate analysis: the number of School size was measured by were formed on the basis of d

X - from 100 to 499 pupils,
Y - from 500 to 899 pupils.



APPENDIX D

CORRESPONDENCE



May 5, 1970

Mr. E. Tingey, Secretary ATA Local, Red Deer Local, Innisfail, Alberta.

Dear Mr. Tingey,

This letter is being written simply to inform your local of the ATA that I have been granted the permission and assured the co-operation of the Red Deer County School Board to undertake a piece of educational research in the schools in your area. At a regular meeting of the principals' association in February, the persons in attendance also gave their consent to the study.

The study is a follow-up to that done by your Professional Development Committee last September. It also completes the requirements for my M. Ed. degree in educational administration at the University of Alberta.

I expect the questionnaires to be administered around the middle of May.

Your co-operation in this study would be greatly appreciated.



Edmonton, Alberta
May 10, 1970

Dear Colleague,

Having worked with and taught students of schools in Nova Scotia for several years, I am presently on a leave of absence in order to further my studies here at the University of Alberta.

One requirement of my program is the completion of a research project in the field of educational administration. The area of my study is that of teacher participation in school decision-making.

At this point, I would ask approximately thirty minutes of your valuable time to co-operate with me by completing the attached questionnaire concerning the decision-making processes in your school.

The results of this study will, first of all, help to make your school administrator(s) aware of your perceptions of the present situation and your desires in this particular area. Secondly, my research requirements will be fulfilled.









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